

# Colonial and Revolutionary Periods

## Grade 4: Unit 3



*Americans Destroy a Statue of King George III by Chez Basset, 1776*



Office of Curriculum and  
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Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give the U.S character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all material contained herein.

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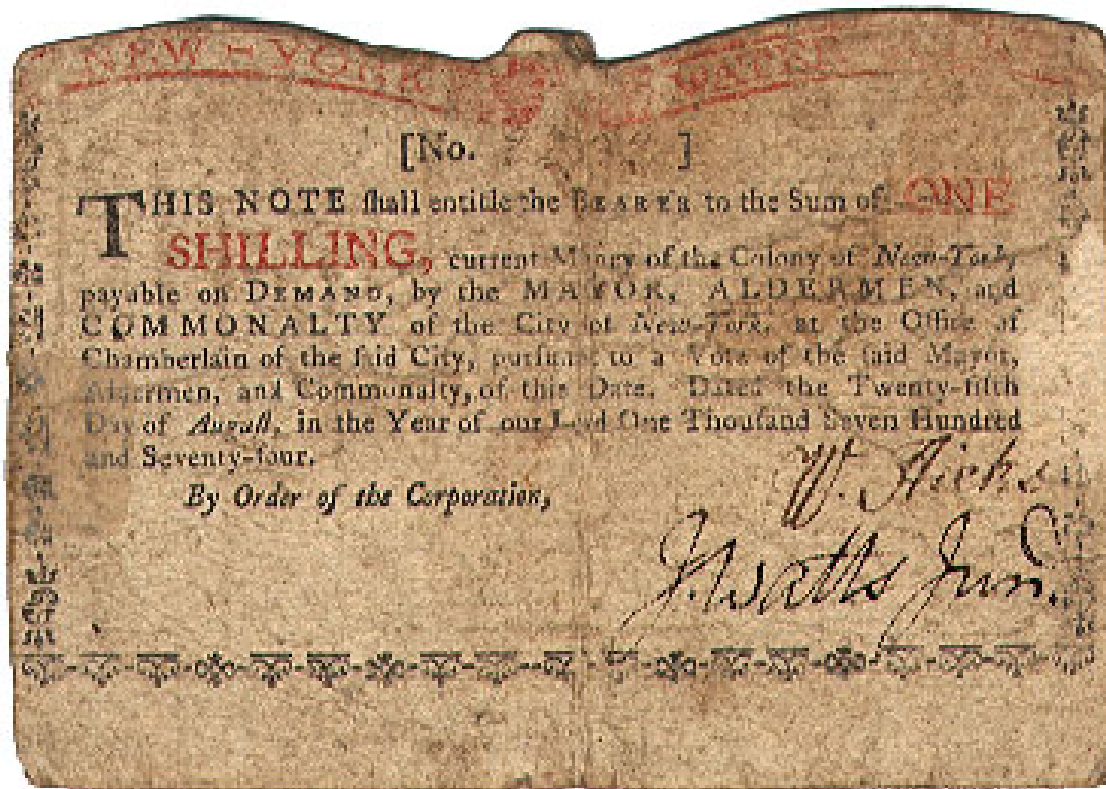
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## I.

# The Planning Framework

## *Colonial and Revolutionary Periods*



New York One Shilling Note, 1774





### HOW THIS UNIT WAS DEVELOPED

- This unit is the third unit of the Grade 4 scope and sequence. The unit was developed by a team of DOE staff and teachers. The first step was a brainstorming session and the results were charted in a “web.” While brainstorming elicited an extensive list of interdisciplinary connections, the team chose to focus on those ideas that are most central and relevant to the topic and goals for the unit.
- After the brainstorm web was refined to include the most essential components, the Essential Question and Focus or Guiding Questions were developed. An essential question can be defined as a question that asks students to think beyond the literal. An essential question is multi-faceted and is open to discussion and interpretation. The essential question for this unit of study on **Colonial and Revolutionary Periods** is *“How did the American Revolution affect lives in New York?”*
- Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit is to promote student understanding of how New York contributed to the growth of the Thirteen Colonies and the struggle for independence. Therefore, one of the focus questions is, “What role did New York have in the American Revolution?”
- Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The processes for that learning (how the learning would occur) and the desired student affective understandings were also considered.
- Various types of assessments are included to meet the needs of all learners.
- Lessons and activities are included, as well as ideas for launching the unit that introduce, build and engage students with content knowledge, concept, or skill that address the focus questions in some way.
- Ideas for extension activities are included with lessons so students can deepen their understanding through inquiry and application, analysis, and synthesis of knowledge, concept, and skill to address the specific skills that students should acquire.
- A variety of activities for independent or small group investigations are suggested that allow students to create, share, or extend knowledge while capitalizing on student interests that will allow for independent interest-based inquiries.
- We have included guidelines on the use of text sets which are central to this unit.
- We have included guidelines on the use of text sets which are central to this unit.
- A bibliography of appropriate, multi-dimensional and varied resources is provided.

- A list of possible field trips to relevant cultural institutions, art museums and community -based organizations is included.
- A suggested culminating activity that validates and honors student learning and projects is described.

## TEACHER BACKGROUND COLONIAL AND REVOLUTIONARY PERIODS

*"When the government fears the people there is liberty; when the people fear the government there is tyranny." – Thomas Jefferson*

The New York Colony was captured from the Dutch in 1664 and included New York City and most of present day New York State. The English renamed the region New York, in honor of King Charles II's brother, James, the Duke of York. When the British took control of New York, about 9,000 people of many diverse backgrounds, speaking 18 different languages, called it home.

New York City was a small seaport town. The Duke of York never visited the colony named for him and he exercised little direct control of it also. Initially, the British government allowed the Dutch to continue to work, worship and live as they always had. The colonists were able to vote to choose their laws and their leaders. However, in 1685, these rights were taken away from them when New York became a "royal colony" when the Duke of York was crowned King (James II) of England.

The early economy of colonial New York consisted primarily of a robust fur trade primarily of beaver pelts. As the importance of the New York as a merchant port grew, and the agricultural areas of Long Island and the regions further up the Hudson River developed, the economy expanded and diversified. Many colonists in New York became rich in the fur business trading with the Native Americans.

Following the French and Indian War, Great Britain began to take firmer control of its colonies since British leaders needed to settle war debts and wanted to protect their newly acquired lands. Though few members of Parliament understood colonial issues and ideas, amassing an empire left Great Britain with huge debts and many in England thought the colonists should help pay those debts. This led Parliament to impose the Sugar, Stamp and Quartering Acts on the colonists.

Great Britain's actions stunned many colonists. From the beginning, New York led the protests in the colonies. Having become accustomed to a certain lifestyle under the Dutch, they could not believe that Parliament wanted to govern them without their consent. Colonists began to speak about British tyranny and to question the authority of Parliament in colonial affairs. On the site of what is now Federal Hall in New York City, representatives of several colonies met in the Stamp Act Congress to discuss an appropriate response to Great Britain. The Sons of Liberty insisted Parliament repeal the Stamp Act. The intimidation and beating of stamp agents was widely reported, and caused the New York stamp commissioner to resign his post. New York City merchants went so far as to boycott all British imports until the Stamp Act was repealed. Threats of being "tarred and feathered" by the Sons of Liberty convinced colonial merchants to cooperate in the boycotts. Even colonial women stopped buying British cloth, and wove their own. Violence soon erupted.

When news of these colonial protests reached Great Britain, Parliament repealed the Stamp Act and passed the Declaratory Act instead, which stated that Parliament had the power to make laws to control the colonists.

The Townshend Acts, passed in 1767, imposed duties on certain goods the colonies imported from Great Britain. Knowing that the duties would have to be enforced, Parliament made an example of New York, which was at the time the headquarters for British troops. Because New York refused to obey the Quartering Act, their assembly was not allowed to pass any more laws until the colony complied with the act. The colonists were incensed by Great Britain's open challenge to their right to self-govern. Sons of Liberty in New York and New England vowed to protect this right and once again colonists raised the cry of "no taxation without representation."

Colonial boycott of British goods caused Britain's colonial trade to drop which hurt the country financially. By imposing taxes on British imports such as glass and paint, Parliament inadvertently created the climate, motivation and opportunity for the colonists to develop their own industries. Because the taxes backfired, British merchants urged Parliament to repeal the Townshend Acts and Britain agreed, dropping all the Townshend duties except the tax on tea. For a short time, the colonists and the British were able to put aside their disagreements and British goods flowed once more into colonial ports.

By 1771, just eight years after the end of the French and Indian War, the colony of New York was home to about 168,000 people. Many New York colonists were farmers. As New York City grew larger, people opened inns, shops and markets. The city became an important trading center. Colonists shipped many of their goods from New York City to Europe. The city quickly became a trading center for the American colonists. New York communities were built around meeting houses where church services and town meetings were held. Because colonial leaders welcomed people from different backgrounds, people of many religions came to New York.

In May 1773, Parliament passed the Tea Act, which allowed the East India Company to sell tea directly to the colonists instead of going through the colonial merchants, but the import tax on tea still had to be paid. Even with the import tax, the East India Company could lower their tea prices below what was charged by colonial merchants and smugglers. Britain thought they were helping both the company and the colonies. However, the colonists felt that the unfair price advantage given to the company would drive colonial tea merchants out of business. Their resentment of the Tea Act astonished Parliament. Soon the colonists refused to buy tea and sometimes even shipped it back to Britain. On the evening of December 16, 1773 a group of colonists calling themselves "Sons of Liberty" disguised themselves as Native Americans and threw 342 chests of tea into Boston harbor! This event became known as the Boston Tea Party. The Sons of Liberty also boarded ships in other colonies, including New York, and destroyed more shipments of tea.

The colonists did not have to wait long for British reaction to the Boston Tea Party. British leaders were fed up and felt it was time to bring the American colonies under control. In March 1774, Parliament passed a series of laws, called the Coercive Acts. The colonists thought these acts were unbearable and called them the "Intolerable Acts."

That same year, delegates from the colonies met in Philadelphia at the First Continental Congress. While some delegates wanted to move cautiously, others expressed a desire for bolder actions. Still other delegates were loyal to the British Empire and continued to respect the British government. The colonial congress urged people to arm themselves and ready their militia. They sent a letter to King George III asking him to stop punishing Boston and restore peace between the colonies and Britain. The delegates also agreed to stop colonial trade with Great Britain until Parliament repealed the Intolerable Acts.

By the time the delegates left Philadelphia and returned home, most of them not only questioned Parliament's right to tax them, but also its right to rule them. This was a revolutionary point of view. While the delegates avoided declaring independence, they hoped the king would listen.

Colonial protests continued and in April, 1776, Governor William Tryon dissolved the New York assembly. New York endorsed the Declaration of Independence on July 9, 1776 and was declared the independent state of New York. New Yorkers celebrated their decision by tearing down the statue of King George III in Bowling Green.

Americans were fighting for a different form of government, a republic, in which citizens elect representatives to manage the government on their behalf. However, in the beginning, the Continental Army had too few soldiers, low morale, and a lack of money, gunpowder and supplies. It took the talents of General George Washington, who insisted on organization and discipline, to hold things together.

George Washington moved the patriot headquarters to New York City. British forces under the command of General William Howe were gathered on Staten Island near New York Harbor. In response, Washington sent part of his troops across the East River from Manhattan to defend Brooklyn Heights in the Battle of Long Island. Though Washington's army was divided and outnumbered, and the patriots were defeated, Washington was able to move his troops back to Manhattan Island.

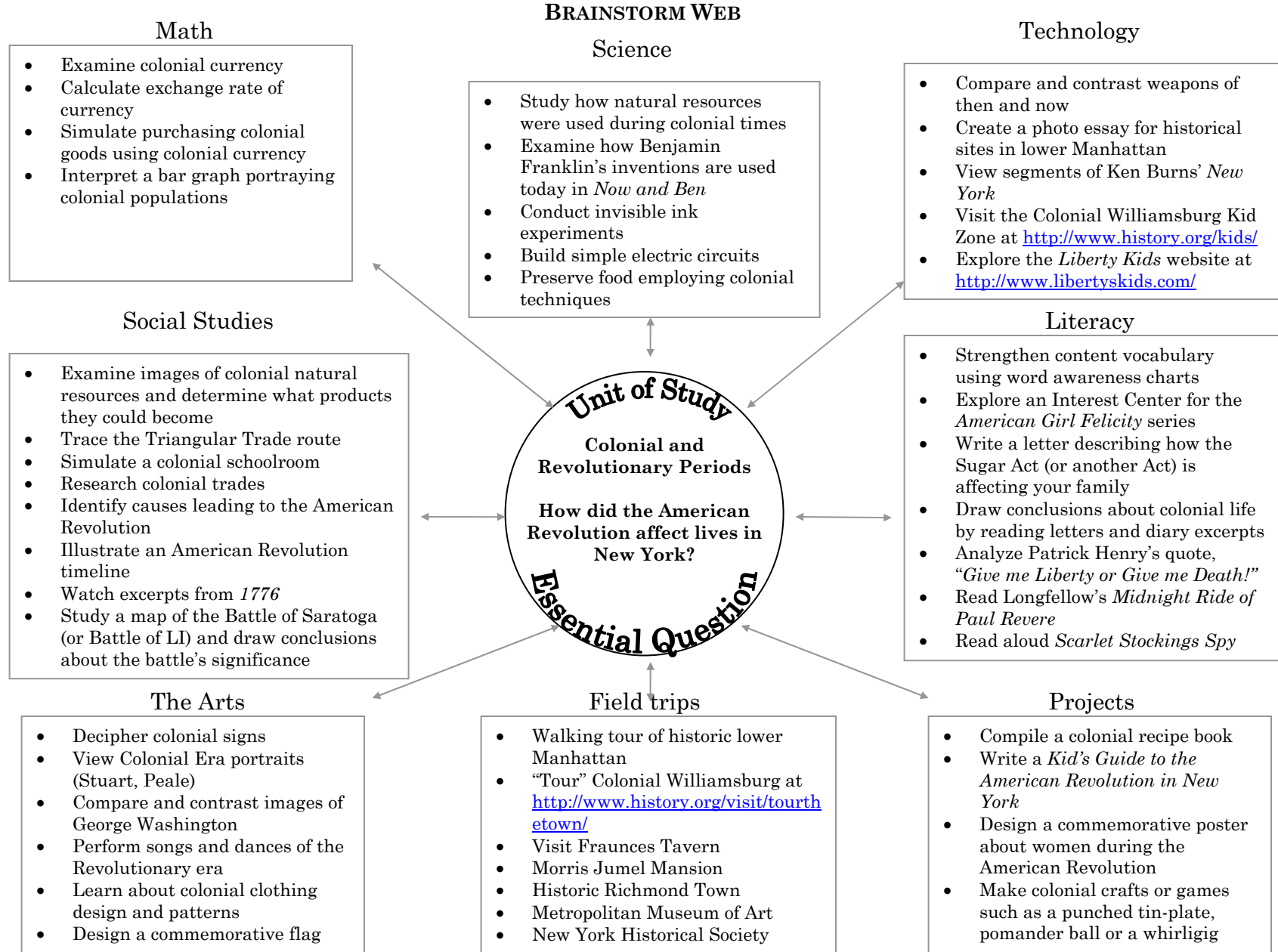
After the British won the Battle of Long Island, they paraded through the streets of Manhattan to celebrate their victory. Washington's troops were defeated by the British again and again throughout the fall of 1776. They retreated across New Jersey. At this point, the British had full control of New York City, Long Island, and southeastern New York.

New York City became the headquarters for the British army and remained under English control until the end of the American Revolution. The economy suffered as men went off to fight, leaving behind their families, farms and businesses. Everyday supplies were hard for most colonists to get because they were being sent to the soldiers who were fighting the war. New York's money became almost worthless.

About one-third of the battles in the American Revolution were fought in New York State. The colonies' first great victory came in 1777 at the Battle of Saratoga in upstate New York. The British wanted to end the war by splitting New England from the other colonies along the Hudson River. British general John Burgoyne moved his troops south from Canada. General Howe was supposed to move his troops north from New York City, but he took his

soldiers to Philadelphia instead. General Burgoyne's men were left to fight the patriots alone. On September 19, 1777, Burgoyne's men attacked Saratoga, which was on the Hudson River near Albany. The British were outnumbered by patriots, but Burgoyne did not retreat until the patriot army surrounded his troops and captured almost 6,000 British soldiers. This was the turning point in the war. France began to openly send desperately needed money and supplies to the colonies. Spain and the Netherlands allied with France against the British and they too sent aid.

The war for independence lasted more than five years with Americans enduring great hardships. On September 28, 1781 the French and American troops surrounded Yorktown. The British could not retreat by sea and they surrendered. While the British still controlled New York City and did not leave the city until after the Treaty of Paris was signed in 1783, except for a few minor skirmishes, the Revolutionary War was over. Americans had won their independence and the right to form their own government.





**ESSENTIAL QUESTION**

How did the American Revolution affect lives in New York?

**Content/Academic Vocabulary (sample)**

merchant	export	import	indentured servant	royal colony	assembly
tax	ally	Stamp Act	Patriot Loyalist	revolution	treaty traitor

**Focus Questions**

- How did trade and agriculture help develop the Thirteen Colonies?
- What was life like in colonial New York?
- How did Africans, Native Americans and women contribute to the development of the Thirteen Colonies?
- Why did American colonists declare independence from Great Britain?
- What role did New York have in the American Revolution?
- How did the war change lives in the colonies for everyone?

**Student Outcomes**

Think about what you want the students to know and be able to do by the end of this unit.

**Content, Process and Skills**

Describe colonial life in New York	Ask authentic questions
Identify African, Native American and women's contributions	Identify facts and details that support main ideas
Identify differences in the way of life under Dutch and British rule	Learn to use multiple/varied resources to research topics
Understand the causes and effects that led up to the Revolution	Use technology effectively for research, presentation, and application of content
Comprehend the impact of war on all aspects of life	Participate in discussions and listen well



## SAMPLE DAILY PLANNER

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1	What was life like in colonial New York?	<b>The 13 Colonies:</b> <ul style="list-style-type: none"> <li>The role of geography in the establishment of colonies</li> <li>Colonists come to the Americas for a variety of economic, political and religious reasons</li> </ul>	Identify reasons why individuals and groups formed colonies in the New World: <ul style="list-style-type: none"> <li>Brainstorm what a colony is and why people might want to live in a colony</li> <li>Begin a Word Awareness Chart to strengthen use of colonial vocabulary words</li> <li>Browse the text set to find images that show what life was like in the colonies</li> </ul> Consult <i>Colonial Community</i> , <i>Colonial Women</i> , <i>Colonial Life</i> by Kalman, and <i>Colonial Home</i>
2	How did trade and agriculture help develop the Thirteen Colonies?	<b>The 13 Colonies:</b> <ul style="list-style-type: none"> <li>The role of geography in the establishment of colonies</li> <li>Colonists come to the Americas for a variety of economic, political and religious reasons</li> <li>The New England, Middle and Southern colonies have distinct characteristics (social/cultural, political, economic, scientific/technological, religious)</li> </ul>	<i>How did the geography and natural resources of the colonies affect trade and agriculture?</i> sample lesson. <ul style="list-style-type: none"> <li>Identify the location of the original 13 colonies</li> <li>Identify the major agricultural crops and products for trade of each region</li> <li>Create maps of the colonies that show the three colonial regions and the major agricultural crops and products for trade of each region</li> </ul> Consult <i>New World</i> , <i>New Neighbors</i> , <i>Colonial Life</i> by January, and <i>Life in a Colonial Town</i>
3	How did trade and agriculture help develop the Thirteen Colonies?	<b>The 13 Colonies:</b> <ul style="list-style-type: none"> <li>The role of geography in the establishment of colonies</li> <li>The 13 colonies and mercantilism theory</li> <li>Colonies furnish England with raw materials</li> </ul>	<i>How did the trading of raw materials lead to the growth of the colonies?</i> sample lesson <ul style="list-style-type: none"> <li>Create a chart showing items that were traded between Great Britain, the colonies and the Native Americans</li> </ul> Consult <i>Life in the Colonies</i> , <i>Your Travel Guide to Colonial America</i> and <i>Colonial Life</i> by January

4	What was life like in colonial New York?	<b>Life in the New York Colony:</b> <ul style="list-style-type: none"> <li>Diversity in early New York (ethnic and religious, e.g., Jewish, Swedish, Scottish, German)</li> <li>Role of enslaved Africans in growth and development of New York</li> <li>Colonial life in New York before the Revolutionary War</li> </ul>	<i>How did the colonists meet their wants and needs?</i> sample lesson <ul style="list-style-type: none"> <li>Examine how people in colonial times, depended on each other and the resources available to them to meet their wants and needs</li> </ul> Consult <i>If You Lived in Colonial Times, What People Wore During the American Revolution, Food in Colonial America</i> and <i>Work in Colonial America</i>
5	What was life like in colonial New York?	<b>Life in the New York Colony:</b> <ul style="list-style-type: none"> <li>Diversity in early New York (ethnic and religious, e.g., Jewish, Swedish, Scottish, German)</li> <li>Role of enslaved Africans in growth and development of New York</li> <li>Colonial life in New York before the Revolutionary War</li> <li>Social, economic and political conditions of diverse New York communities (Africans, Native Americans and women) before the war</li> </ul>	<i>What was life like in Colonial New York?</i> sample lesson <ul style="list-style-type: none"> <li>Analyze paintings depicting colonial New York to draw inferences about what the city/state was like in colonial times and what daily life was like for colonists</li> </ul> Consult <i>The Colony of New York, New York as a British Colony</i> and <i>The New York Colony</i>

6	What was life like in colonial New York?	<b>Life in the New York Colony:</b> <ul style="list-style-type: none"> <li>Colonial life in New York before the Revolutionary War</li> <li>Social, economic and political conditions of diverse New York communities (Africans, Native Americans and women) before the war</li> <li>Important accomplishments of individuals and groups living in New York</li> </ul>	<b>Colonial Children</b> <ul style="list-style-type: none"> <li>Read p. 14-15 in <i>Colonial Life</i> by Kalman</li> <li>Identify examples of what a colonial child might experience</li> <li>Research trade books to determine what colonial children wore, ate, how families celebrated and what chores or jobs they might have</li> <li>Chart and discuss how a colonial child's life is similar and different from today's</li> </ul> Consult <i>If you Lived in Colonial Times</i> , <i>Welcome to Felicity's World</i> , and <i>Food in Colonial America</i>
7	What was life like in colonial New York?	<b>Life in the New York Colony:</b> <ul style="list-style-type: none"> <li>Colonial life in New York before the Revolutionary War</li> <li>Social, economic and political conditions of diverse New York communities (Africans, Native Americans and women) before the war</li> <li>Important accomplishments of individuals and groups living in New York</li> </ul>	<b>Education in the colonies</b> <ul style="list-style-type: none"> <li>Read aloud the chapter on school in <i>Your Travel Guide to Colonial America</i>, p. 49</li> <li>Model and practice looking for detail</li> <li>Read other selections about going to school during colonial times</li> <li>Use a graphic organizer to compare colonial schools with contemporary schools</li> </ul> Consult <i>A Day in the Life of a Colonial Schoolteacher</i> , <i>School in Colonial America</i> , <i>Welcome to Felicity's World</i> and <i>If You Grew Up with George Washington</i>
8	What was life like in colonial New York?	<b>Life in the New York Colony:</b> <ul style="list-style-type: none"> <li>Colonial life in New York before the Revolutionary War</li> <li>Social, economic and political conditions of diverse New York communities (Africans, Native Americans and women) before the war</li> </ul>	<b>Colonial Games and Crafts</b> <ul style="list-style-type: none"> <li>Read <i>Fun and Games in Colonial America</i> to identify ways the colonists spent leisure time</li> <li>Play Nine Men Morris or other colonial games</li> <li>Explore colonial crafts such as stenciling or samplers</li> </ul> Consult <i>If You Lived in Colonial Times</i>

9	How did Africans, Native Americans and women contribute to the development of the Thirteen Colonies?	<b>Life in the New York Colony:</b> <ul style="list-style-type: none"> <li>• Role of enslaved Africans in growth and development of New York</li> <li>• Colonial life in New York before the Revolutionary War</li> <li>• Social, economic and political conditions of diverse New York communities (Africans, Native Americans and women) before the war</li> <li>• Important accomplishments of individuals and groups living in New York</li> </ul>	<i>Who were the early leaders in Colonial New York?</i> sample lesson <ul style="list-style-type: none"> <li>• Examine the contributions of Native Americans, Africans and women in the colonies</li> </ul> Consult <i>Early Leaders in Colonial New York</i> , <i>Molly Pitcher</i> , <i>Life in the Colonies</i> and <i>African-Americans in the Colonies</i>
10	How did Africans, Native Americans and women contribute to the development of the Thirteen Colonies?	<b>Life in the New York Colony:</b> <ul style="list-style-type: none"> <li>• Role of enslaved Africans in growth and development of New York</li> <li>• Colonial life in New York before the Revolutionary War</li> <li>• Social, economic and political conditions of diverse New York communities (Africans, Native Americans and women) before the war</li> <li>• Important accomplishments of individuals and groups living in New York</li> </ul>	Continue <i>Who were the early leaders in Colonial New York?</i> sample lesson <ul style="list-style-type: none"> <li>• Recognize the diverse perspectives of underrepresented groups in New York history</li> <li>• Consider the contributions of women during the war  <a href="http://www.libertyskids.com/pt_activities_womenatwar.html">http://www.libertyskids.com/pt_activities_womenatwar.html</a> </li> </ul>
11	How did Africans, Native Americans and women contribute to the development of the Thirteen Colonies?	<b>Life in the New York Colony:</b> <ul style="list-style-type: none"> <li>• Role of enslaved Africans in growth and development of New York</li> <li>• Colonial life in New York before the</li> </ul>	<i>How did enslaved Africans contribute to the growth of the Thirteen Colonies?</i> sample lesson <ul style="list-style-type: none"> <li>• Explore the role of enslaved Africans in the economic development of the colonies</li> </ul>

		<p>Revolutionary War</p> <ul style="list-style-type: none"> <li>Social, economic and political conditions of diverse New York communities (Africans, Native Americans and women) before the war</li> </ul>	<ul style="list-style-type: none"> <li>Study a schematic of “Slave Ship Brooks” and draw inferences</li> <li>Examine a poster advertising an auction for enslaved Africans</li> </ul> <p>Consult <i>The Slave Trade in Early America</i>, and <i>African-Americans in the 13 Colonies</i></p>
12	Why did American colonists declare independence from Great Britain?	<p><b>Life in the New York Colony:</b></p> <ul style="list-style-type: none"> <li>The colonists resist British Parliament’s revenues (Sugar Act, Stamp Act, Townsend Acts, Tea Act)</li> </ul>	<p><i>How did the colonies respond to the British revenue acts?</i> sample lesson</p> <ul style="list-style-type: none"> <li>Examine the response of the colonies to British taxes and rules</li> <li>Explore the different forms of colonial protest</li> </ul> <p>Consult <i>The Thirteen Colonies, Causes of the Revolution</i></p>
13	Why did American colonists declare independence from Great Britain?	<p><b>Life in the New York Colony:</b></p> <ul style="list-style-type: none"> <li>The colonists resist British Parliament’s revenues (Sugar Act, Stamp Act, Townsend Acts, Tea Act)</li> </ul>	<p>Boston Massacre</p> <ul style="list-style-type: none"> <li>Read <i>The Boston Massacre</i> aloud</li> <li>Model identifying cause and effect</li> <li>Identify the point of view portrayed in Paul Revere’s engraving of the massacre <a href="http://www.earlyamerica.com/review/winter96/enlargement.html">http://www.earlyamerica.com/review/winter96/enlargement.html</a></li> <li>Discuss the purpose of propaganda</li> </ul> <p>Consult <i>The Revolutionary War, George vs. George, Causes of the Revolution</i></p>
14	What role did New York have in the American Revolution?	<p><b>Life in the New York Colony:</b></p> <ul style="list-style-type: none"> <li>The colonists resist British Parliament’s revenues (Sugar Act, Stamp Act, Townsend Acts, Tea Act)</li> <li>Key New York City and New York State leaders and events of American Revolution</li> </ul>	<p>Continue <i>How did the colonies respond to the British revenue acts?</i> sample lesson</p> <ul style="list-style-type: none"> <li>The Boston Tea Party</li> <li>Examine New York’s role in the resistance movement</li> <li>Write a news article reporting on the New York Tea Party</li> </ul> <p>Consult <i>A Primary Source History of the Colony of New York</i></p>

15	Why did American colonists declare independence from Great Britain?	<b>Life in the New York Colony:</b> <ul style="list-style-type: none"> <li>The colonists resist British Parliament's revenues (Sugar Act, Stamp Act, Townsend Acts, Tea Act)</li> </ul>	Lexington and Concord <ul style="list-style-type: none"> <li>Read <i>Midnight Ride of Paul Revere</i> by Henry Wadsworth Longfellow.</li> <li>Analyze Grant Wood's <i>The Midnight Ride of Paul Revere</i> from Picturing America.</li> <li>Watch Schoolhouse Rock <i>The Shot Heard 'Round the World</i>.</li> <li>View the ride during an interactive ride at: <a href="http://www.paulreverehouse.org/ride/">http://www.paulreverehouse.org/ride/</a>.</li> </ul> Consult <i>The Revolutionary War</i> and <i>George vs. George</i>
16	Why did American colonists declare independence from Great Britain?	<b>Life in the New York Colony:</b> <ul style="list-style-type: none"> <li>The colonists resist British Parliament's revenues (Sugar Act, Stamp Act, Townsend Acts, Tea Act)</li> </ul>	Slogans and Phrases <ul style="list-style-type: none"> <li>Discuss how good slogans summarize important ideas in ways that are easy to remember. (<a href="http://www.libertyskids.com/pt_activities_wordpower.html">http://www.libertyskids.com/pt_activities_wordpower.html</a>)</li> <li>Working in groups of 4, give each student one of the following slogans: <ul style="list-style-type: none"> <li>"Give me liberty, or give me death!"</li> <li>"I have not yet begun to fight."</li> <li>"Don't tread on me."</li> <li>"No taxation without representation."</li> </ul> </li> <li>Write for 2-3 minutes about what the slogan means and why it was effective</li> <li>Rotate the slogan to the person on the right and reflect on the new slogan. Repeat until each quote has circled the group</li> <li>Think about where we see slogans today Think about what makes some slogans more effective than others</li> <li>Brainstorm a slogan for the class or school</li> </ul>

17	Why did American colonists declare independence from Great Britain?	<b>The American Revolution in New York City and New York State:</b> <ul style="list-style-type: none"> <li>The Declaration of Independence as key document of the American Revolution</li> </ul>	<i>Why did the colonists declare independence from Great Britain?</i> sample lesson <ul style="list-style-type: none"> <li>Loyalists vs. Patriots</li> <li>Define “independence” using the a semantic map</li> <li>Discuss whether colonial grievances were a reason to revolt</li> </ul> Consult <i>The Declaration of Independence</i> by Landau and <i>The Declaration of Independence</i> by Klingel
18	What role did New York have in the American Revolution?	<b>The American Revolution in New York City and New York State:</b> <ul style="list-style-type: none"> <li>The Declaration of Independence as key document of the American Revolution</li> </ul>	Continue <i>Why did the colonists declare independence from Great Britain?</i> sample lesson <ul style="list-style-type: none"> <li>Study colonial reaction to the Declaration of Independence</li> <li>Analyze “The Destruction of the Statue of King George III in Bowling Green”</li> </ul>
19	How did the war change lives in the colonies for everyone?	<b>The American Revolution in New York City and New York State:</b> <ul style="list-style-type: none"> <li>The colonists resist British Parliament’s revenues</li> <li>The Declaration of Independence as key document of the American Revolution</li> </ul>	Patriot efforts <ul style="list-style-type: none"> <li>Read aloud <i>The Scarlet Stockings Spy</i></li> <li>Identify point of view/perspective in both the story and the illustrations</li> <li>Chart the elements of craft such as figurative language and onomatopoeia, character and mood</li> <li>Note references to the events of the American Revolution</li> </ul> Extension: <i>Invisible Ink</i> sample lesson
20	How did the war change lives in the colonies for everyone?	<b>The American Revolution in New York City and New York State:</b> <ul style="list-style-type: none"> <li>The colonists resist British Parliament’s revenues</li> </ul>	A Soldier’s Life <ul style="list-style-type: none"> <li>Read <i>A Day in the Life of a Colonial Soldier</i></li> <li>Identify the challenges soldiers and their families faced</li> </ul>

		<ul style="list-style-type: none"> <li>The Declaration of Independence as key document of the American Revolution</li> <li>Impact of the war on New York City and New York State</li> </ul>	<ul style="list-style-type: none"> <li>View images portraying the Winter at Valley Forge such as Edward Moran's <i>Washington at Valley Forge</i> (<a href="http://www.loc.gov/shop/images/catalog/items/enlarge/enlarge_waatvafo.jpg">http://www.loc.gov/shop/images/catalog/items/enlarge/enlarge_waatvafo.jpg</a>)</li> </ul> <p>Consult <i>Molly Pitcher, The Revolutionary War</i></p> <p>Extension: Act out <i>Liberty's Kids, A Brave Immigrant</i> or <i>Emily Geiger</i> (short plays) at <a href="http://www.libertyskids.com/pt_plays.html">http://www.libertyskids.com/pt_plays.html</a></p>
21	What role did New York have in the American Revolution?	<p><b>The American Revolution in New York City and New York State:</b></p> <ul style="list-style-type: none"> <li>Strategic role of New York City and New York State in the Revolutionary War (geography, battles, key figures, role of Africans, Native Americans and women)</li> <li>Key New York City and New York State leaders and events of American Revolution</li> <li>Impact of the war on New York City and New York State</li> </ul>	<p>New York City Battlegrounds</p> <ul style="list-style-type: none"> <li>Study a map of the Battle of Long Island               <ul style="list-style-type: none"> <li>Read p. 11 – 13 of <i>The Battle of Harlem Heights</i></li> </ul> </li> <li>Draw conclusions about why New York's location was strategically important for both sides of the war (p. 14) <a href="http://www.britishbattles.com/long-island.htm">http://www.britishbattles.com/long-island.htm</a></li> <li>Study a map of the Battle of Harlem Heights (<a href="http://www.rootsweb.ancestry.com/~nycoloni/harlm-1.html">http://www.rootsweb.ancestry.com/~nycoloni/harlm-1.html</a>)               <ul style="list-style-type: none"> <li>Read excerpts from p. 21 – 29 and recognize the significance of this battle</li> </ul> </li> <li>Determine what happened to New York City for the remainder of the war</li> </ul>
22	What role did New York have in the American Revolution?	<p><b>The American Revolution in New York City and New York State:</b></p> <ul style="list-style-type: none"> <li>Strategic role of New York City and New York State in the Revolutionary War</li> <li>The role of the Battle of Saratoga</li> </ul>	<p><i>What role did New York play in the Revolutionary War?</i> sample lesson</p> <ul style="list-style-type: none"> <li>Examine New York's geographical location and its role in the battles of the American Revolution               <ul style="list-style-type: none"> <li>Fort Ticonderoga</li> <li>Battle of Saratoga</li> </ul> </li> </ul> <p>Consult <i>The Battle of Saratoga</i> by Vierow and</p>



		<ul style="list-style-type: none"> <li>Key New York City and New York State leaders and events of American Revolution</li> </ul>	<i>The Battle of Saratoga</i> by Nardo
23	How did the war change lives in the colonies for everyone?	<b>The American Revolution in New York City and New York State:</b> <ul style="list-style-type: none"> <li>Strategic role of New York City and New York State in the Revolutionary War</li> <li>Key New York City and New York State leaders and events of American Revolution</li> </ul>	General George Washington <ul style="list-style-type: none"> <li>Chart the qualities of a good leader. Reflect on George Washington's leadership during the American Revolution</li> <li>Read selections from <i>George vs. George</i></li> <li>Analyze <i>Washington Crossing the Delaware</i> (Picturing America resource; additional images at <a href="http://www.historyplace.com/unitedstates/revolution/wash-pix/gallery.htm">http://www.historyplace.com/unitedstates/revolution/wash-pix/gallery.htm</a>)</li> </ul> Read <i>Washington at Yorktown</i> by Henry Cabot Lodge at <a href="http://www.apples4theteacher.com/holidays/presidents-day/george-washington/short-stories/washington-at-yorktown.html">http://www.apples4theteacher.com/holidays/presidents-day/george-washington/short-stories/washington-at-yorktown.html</a>
24	How did the war change lives in the colonies for everyone?	<b>The American Revolution in New York City and New York State:</b> <ul style="list-style-type: none"> <li>Impact of the war on New York City and New York</li> </ul>	<i>How did independence change life for the colonists?</i> sample lesson <ul style="list-style-type: none"> <li>Discuss the challenges the new nation faced</li> <li>Complete a T-chart showing how various groups of people's lives were changed after the American Revolution</li> </ul> Consult <i>America in the Time of George Washington, The New York Colony and African-Americans in the Colonies</i>
25	How did the war change lives in the colonies for everyone?	<b>The American Revolution in New York City and New York State:</b> <ul style="list-style-type: none"> <li>Impact of the war on New York City and New York</li> </ul>	Continue <i>How did independence change life for the colonists?</i> sample lesson <ul style="list-style-type: none"> <li>Write a journal entry from the point of view of a person after the Revolutionary War</li> </ul>

26	How did the war change lives in the colonies for everyone?	<b>The American Revolution in New York City and New York State:</b> <ul style="list-style-type: none"> <li>Impact of the war on New York City and New York</li> </ul>	<i>How did life change in New York after the American Revolution?</i> sample lesson <ul style="list-style-type: none"> <li>Analyze paintings depicting New York in the early 1800's to make inferences about ways the city had changed after the Revolution and ways that it had stayed the same</li> </ul> <i>Consult New York's Land and Resources: Shaping the Growth of New York</i>
27	What was life like in colonial New York?  How did Africans, Native Americans and women contribute to the development of the Thirteen Colonies?  Why did American colonists declare independence from Great Britain?	<b>Life in the New York Colony</b>  <b>The American Revolution in New York City and New York State:</b>	<i>Colonial and Revolutionary Jeopardy</i> project <ul style="list-style-type: none"> <li>Work in groups to create answers and questions in five categories.</li> <li>Input the information into Jeopardy board</li> </ul>
28	What was life like in colonial New York?  How did Africans, Native Americans and women contribute to the development of the Thirteen Colonies?  Why did American colonists declare independence from Great Britain	<b>Life in the New York Colony</b>  <b>The American Revolution in New York City and New York State:</b>	<i>Colonial and Revolutionary Jeopardy</i> project <ul style="list-style-type: none"> <li>Select one of the group's Jeopardy games and divide the class into two teams</li> <li>Play the round.</li> <li>If time permits, allow the students to play each of the other group's games</li> </ul>

**LEARNING AND PERFORMANCE STANDARDS CORRELATED  
TO: Colonial and Revolutionary Periods**

<i>New York State Social Studies Learning Standards and Key Ideas</i>	<i>Representative Social Studies Performance Indicators</i>
<p><b>History of the United States and New York State</b> Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea 1.3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>Key Idea 1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.</p> <p><b>World History</b> Key Idea 2.1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a</p>	<p>1.1a: Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.</p> <p>1.2c: Distinguish between near and distant past and interpret simple timelines.</p> <p>1.3a: Gather and organize information about the important accomplishments of individuals and groups, including Native Americans, living in their neighborhoods and communities.</p> <p>1.4a: Consider different interpretations of key events and/or issues in history and understand the differences in these accounts.</p> <p>1.4c: View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p> <p>2.1b: Explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop.</p>

variety of perspectives.

Key Idea 2.3: The study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

### **Geography**

Key Idea 3.1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Key Idea 3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

### **Economics**

Key Idea 4.1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

### **Civics, Citizenship and Government**

Key Idea 5.1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

2.3a: Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.

3.1b: Draw maps and diagrams that serve as representations of places, physical features, and objects.

3.1e: Investigate how people depend on and modify the physical environment.

3.2a: Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places.

4.1a: Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

5.1d: Understand that social and political systems are based upon people's beliefs.

***Sample list of strategies that Social Studies and ELA have in common.  
Check all that apply and add new strategies below***

- ☐ Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, and oral and written presentations.
- ☐ Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.
- ☐ Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.
- ☐ Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.
- ☐ Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.
- ☐ Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.
- ☐ Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries and journals.
- ☐ Gather and interpret information from reference books, magazines, textbooks, web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.
- ☐ Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.
- ☐ Select and use strategies that have been taught for note-taking, organizing, and categorizing information.
- ☐ Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

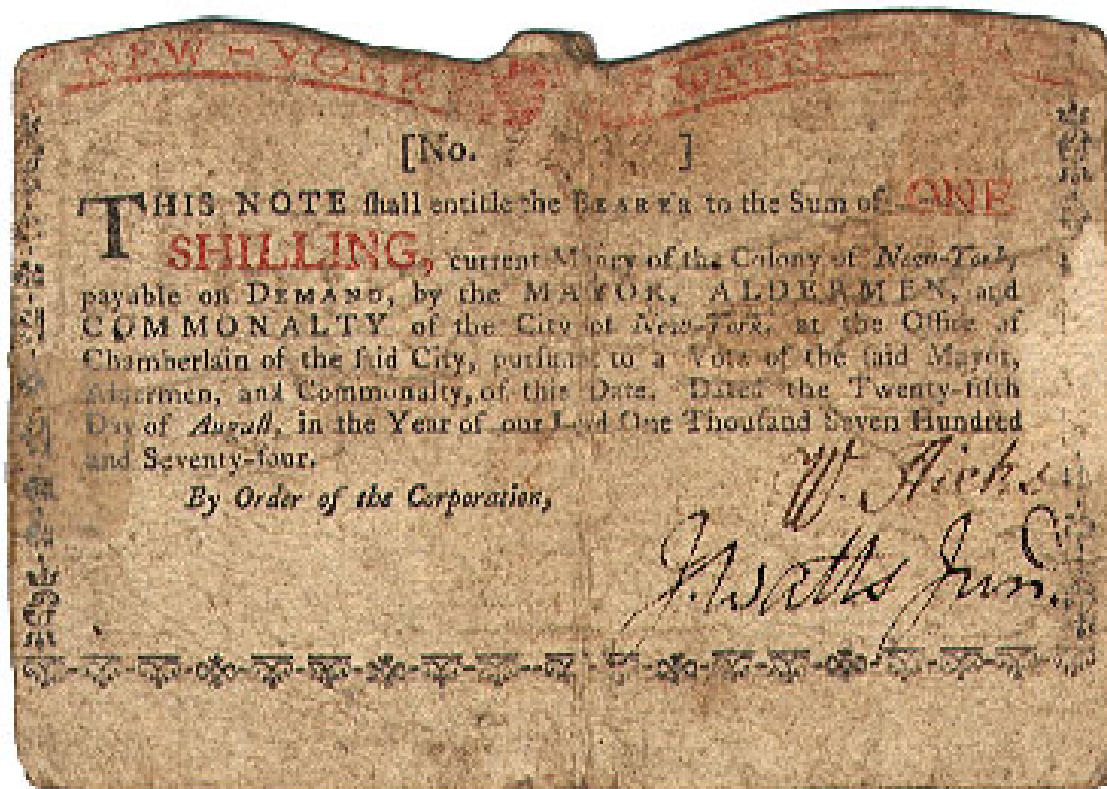
**Add your own strategies:**

## NYCDOE SOCIAL STUDIES SCOPE AND SEQUENCE

Grade	Units of Study							
K	School and School Community		Self and Others		Families		The Neighborhood	
First	Families are Important		Families, Now and Long Ago		Families in Communities		The Community	
Second	Our Community's Geography		New York City Over Time		Urban, Suburban and Rural Communities		Rights, Rules and Responsibilities	
Third	Introduction to World Geography and World Communities				Case Study of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, or Australia <i>Teacher should select 3-6 world communities to study that reflect diverse regions of the world</i>			
Fourth	Native Americans: First Inhabitants of NYS	Three Worlds Meet	Colonial and Revolutionary Periods		The New Nation	Growth and Expansion	Local and State Government	
Fifth	Geography and Early Peoples of the Western Hemisphere	The United States		Latin America		Canada	Western Hemisphere Today	
Sixth	Geography and Early Peoples of the Eastern Hemisphere	Middle East		Africa		Asia	Europe	
Seventh	Early Encounters: Native Americans and Explorers	Colonial America and the American Revolution		A New Nation		America Grows	Civil War and Reconstruction	
Eighth	An Industrial Society	The Progressive Movement	The United States as an Expansionist Nation		The United States between Wars		The United States Assumes Worldwide Responsibilities	From World War II to the Present: The Changing Nature of the American People
Ninth	Ancient World-Civilizations & Religions		Expanding Zones of Exchange and Encounter		Global Interactions (1200-1650)		The First Global Age (1450-1770)	
Tenth	An Age of Revolution (1750-1914)		Crisis and Achievement Including World Wars (1900-1945)		The 20th Century Since 1945		Global Connections and Interactions	
Eleventh	Forming a Union	Civil War and Reconstruction		Industrialization, Urbanization and the Progressive Movement		Prosperity and Depression: At Home and Abroad (1917-1940)		Triumphs and Challenges in American Democracy (1950-present)
Twelfth	Economics and Economic Decision Making				Participation in Government			

## II.

# Principles Guiding the Development of this Unit



New York One Shilling Note, 1774

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## PRINCIPLES OF QUALITY SOCIAL STUDIES INSTRUCTION

*Quality social studies instruction must:*

cultivate civic responsibility and awareness so that students become active and informed participants of a democratic society.

expose students to the diversity of multiple perspectives through the use of historically accurate and culturally relevant and sensitive materials.

integrate the study of content and concepts with the appropriate skills and vocabulary both within and across content areas.

nurture inquiry and critical thinking that enables students to make connections between major ideas and their own lives.

immerse students in the investigation of the enduring themes that have captivated historians in their study of humanity, people and events that individually and collectively have shaped our world.

## INQUIRY IN THE SOCIAL STUDIES CLASSROOM

Knowledge does not easily pass from one source to another. We cannot “make” students understand. Students learn best when they look for and discover answers to their own questions; when they make their own connections and when inquiry is at the heart of learning.

### Teacher’s Role

The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes.

### Scaffold the Learning

Throughout a learning experience, the teacher must scaffold the learning for students. Mini-lessons are planned around student needs to help move them towards successful completion of a task or understanding of a concept. You cannot expect students to write a research report if you have not supported them with note-taking skills and strategies. Breaking tasks into manageable sub-skills (while keeping the context real and meaningful) also helps students experience success.

### Students’ Role

Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

### Assessment

Assessment is a tool for instruction. It should reflect what students know, not just what they don’t know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing, and other types of demonstrations of learning can be employed.

## SOCIAL STUDIES SKILLS

### ***Comprehension Skills***

- making connections
- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- paraphrasing; evaluating content
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling/understanding different interpretations

### ***Research and Writing Skills***

- getting information; using various note-taking strategies
- organizing information
- identifying and using primary and secondary sources
- reading and understanding textbooks; looking for patterns
- interpreting information
- applying, analyzing and synthesizing information
- supporting a position with relevant facts and documents
- understanding importance
- creating a bibliography and webography

### ***Interpersonal and Group Relation Skills***

- defining terms; identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing different points of view; developing empathy and understanding
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

### ***Sequencing and Chronology Skills***

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline; reading timelines
- creating timelines; researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks

### ***Map and Globe Skills***

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones; using mapping tools
- comparing maps and making inferences; understanding distance
- interpreting and analyzing different kinds of maps; creating maps

### ***Graph and Image***

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting charts and graphs

### ***Analysis Skills***

- interpreting graphs and other images
- drawing conclusions and making predictions
- creating self-directed projects and participating in exhibitions
- presenting a persuasive argument

## NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline (like Social Studies or History) has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in social studies unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline's essence of communication. We do not read a novel, a math text or social studies text in the same way or with the same purposes. In Social Studies we often deal with the events, ideas and individuals that have historical significance. An example would be how Social Studies require the reader to consider context in the following way:

*To understand a primary source, we need to consider the creator of the document, the era in which it was created and for what purpose.*

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—**academic vocabulary**—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education     *Literacy Instruction in the Content Areas June 2007*

Vacca and Vacca     *Content Area Reading. Literacy and Learning Across the Curriculum*

Robert Marzano  
& Debra Pickering     *Building Academic Vocabulary*

## SOCIAL STUDIES CONTENT AREA READING STRATEGIES

Content area literacy requires students to use language strategies to construct meaning from text. Specific reading strategies support students as they interact with text and retrieve, organize and interpret information.

**Use Bloom's Taxonomy.** From least to most complex, the competencies/thinking skills are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy is useful when designing questions or student activities/projects.

**Use "academic" vocabulary.** An understanding of the academic language connected to a discipline is an important component of content comprehension. Students need this knowledge to function successfully. Short identified four types of vocabulary that social studies students regularly encounter: terms associated with instructional, or directional, tools ("north," "below,"); concrete terms ("Stamp Act"); conceptual terms ("democracy," "taxation"); and functional terms (such as a request to accurately "sequence" a group of events). According to Short, students should not only be made aware of these categories, they should be encouraged to employ examples from each type of vocabulary in classroom discussions.

**Be aware of what SS texts demand of the reader.** It is important to be cognizant of the specific demands that any given text will make on a reader. These demands can be to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases and statements; make generalizations; and analyze the author's voice and method.

**Anticipate the main idea.** Prior to beginning a reading assignment, ask students to skim the text and then think about what they anticipate the author's main idea or message to be. Encourage them to consider clues such as the text's title, paragraph headings, repetition of a particular name or term, and any related terms that might indicate the writer's focus. Review students' predictions, and plan to review again in the post-reading activities. Students can be made aware of which skim-reading clues proved helpful and which did not.

**Make connections.** Before reading it is helpful for students to ask themselves "What do I *think* I know about this topic?" Starting with the feeling of familiarity and context tends to make students more interested—and interactive—readers. Surveying what students think they already know about a topic may also have the benefit of exposing misunderstandings and biases.

**Preview vocabulary.** Give students a chance to preview a text's critical "academic terms." To preview academic vocabulary, you might utilize a *Wordsplash* followed by student discussion and then post words on the word wall.

**Focus on questions.** The best questions are those that students raise about the assigned topic. Students' own curiosity will encourage attentive reading. You can also prepare questions—a reading outline that is tailored to the reading material for less-skilled readers. These guides can be either content-oriented or skill oriented, but they will focus the reader. More advanced readers can find and paraphrase the main idea of a particular paragraph or text.

**During Reading**

During-reading strategies help students monitor their comprehension as they read. These should be directly related to the type of text with which students are interacting.

**Encourage a critical lens.** Encourage students to discover the voice behind any printed material. Whether a textbook, an article, a primary document or eyewitness account, all texts are written by someone. Help students identify the publisher of the source or the writer to determine why the text was written, the audience for whom it was intended, and the purpose of the text. Aid students in making inferences as to the writer's target audience. This type of critical lens will help students develop critical reading skills and to recognize and select the best types of source for various research projects.

**Identify the author's style.** Some writers begin with an anecdote, then explain how it does (or does not) illustrate their topic. Others set the scene for re-visiting an historic event, then focus on its chronology. Journalists often compress key information within the opening paragraph, and then follow up with more details and/or with comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to try these styles in their own writing and reports.

**Look for the Five W's.** When working with newspaper articles have students identify the **Who, What, Where, When** and **Why** of any major event reported by the writer.

**Note comparisons/contrasts.** Point out that writers use statements of contrast and comparison to signal that a comparison or contrast has been made and that it is significant.

**Recognize cause-effect arguments.** When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the vocabulary that such writers use when making cause-effect arguments ("as one result," "partly on account of," "helps to explain why," etc.). Because of this need for qualification, you are framing questions in a specific way will allow students to sum up a cause-effect argument, without actually endorsing it. Example: "How does the author explain the causes of globalization?" But not: "What were the causes of globalization?"

**Interpret sequence wisely.** Related events that follow one another may be elements of a cause-effect relationship or they may not. When an author "chains" events using terms like "and then.... and then.... next.... finally...." remind students to look for additional verbal clues before deciding that this sequence of events demonstrates a true cause-effect relationship.

**Post-Reading Review**

Post-reading strategies help students review and synthesize what they've read:

**Graphic organizers.** Students may often need assistance to grasp an author's basic argument or message. Graphic organizers—flowcharts, outlines, and other two-dimensional figures—can be very helpful.

**Paraphrase.** After students complete a reading assignment, ask them to paraphrase, in writing, or orally using three to five sentences. Review these summaries being sure to

include references to: the topic, the author's main idea, the most critical detail(s), and any key terms that give the argument its unique quality.

**Time order and importance.** When an author's argument depends upon a cluster of linked reasons and/or a series of logical points, readers can list the author's key points, and rank them in order of importance. When knowing the chronology of events in a particular text is important, students can list the 5 to 10 time-related events cited by the author.

**True or false?** Give students a list of 10 statements (true and false statements) related to the content of the text. Ask them to decide whether each statement is true or false, according to the author. Ask students to cite the particular part of the text on which they base their answer. This can also be adapted to help students discriminate between fact and opinion. Encourage students to preface their statements with the phrase, “according to the author.”

**Key issues.** After reading is a good time to encourage students to analyze and evaluate the author's argument on a theme or presentation of an issue in the social studies topic being studied. Students need time and guidance in order to evaluate an author's argument. This evaluation can spur additional reading and research as students will want to track down and read other sources/authors on the same topic.

**Making meaning.** Becoming a critical reader and thinker involves acquiring a number of skills and strategies. What, can teachers do to help students comprehend the literal meaning and also read as an expert historian? One way to begin is with a Scavenger Hunt. The questions below offer some examples to guide students through a scavenger hunt of their social studies texts:

1. How many chapters/sections are in your text?
2. How is the book organized?
3. What type of information is placed at the beginning of the book, and why is this important?
4. What types of strategies or skills might a reader need to successfully read the books/texts?
5. While textbook chapters contain special features, trade books may not have the same features. What special features can you find in the book collections? Why might these features be important to your understanding the contents of the book?
6. How will the questions above help you better read the texts? Why?

Doty, Cameron, and Barton's (2003) research states that, “teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning.”

*Adapted from* Reading Skills in the Social Studies, [www.learningenrichment.org/reading.html](http://www.learningenrichment.org/reading.html)



## DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

Educators who are passionate about teaching history realize the importance of including multiple perspectives. The National Council for Social Studies (NCSS) and the New York State Department of Education stress the importance of the inclusion of multiple perspectives when teaching history. Research also shows us that comparing, contrasting, analyzing, and evaluating multiple perspectives helps all students become critical thinkers engaged in the learning process (Banks, 2000; Banks & Banks, 2004).

With all the demands and time constraints associated with content teaching it is easy to neglect some aspects, but the inclusion of multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining history through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. Students will be exposed to learning that will require them to develop insight and awareness of the many perspectives involved in history making and analysis, important critical thinking skills to deal with conflicting pieces of information, the ability to detect and analyze bias, and an awareness of stereotyping. They will also experience first hand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help students develop *historical empathy* (Kohlmeier, 2005). All citizens of a democratic society who can display *historical empathy* are able to recognize and consider multiple perspectives, can distinguish significant from insignificant information and can critically evaluate the validity and merit of various sources of information.

When teaching topics in social studies, instead of relying on one definition or accepted sequence of events, encourage students to explore a broad range of understandings by asking important questions such as:

From whose perspective is this account given?

Could there be other perspectives or interpretations? Why might this be so?

Whose voices are heard? Whose voices are omitted?

What evidence is provided? How can we judge the quality of the evidence?

How are specific groups or individuals portrayed in this account? Why might this be so?



Why are there different versions of events and what impact does this have on our ideas of “truth” and historical accuracy?

Our goal in social studies is primarily to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

“Powerful social studies teaching helps students develop social understanding and civic efficacy.... Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs). The nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world.” from NCSS.

## READING AS A HISTORIAN

Good social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students can learn that history is open to interpretation. Students can be taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, thereby questioning earlier conclusions drawn from them.

Using multiple documents poses challenges for readers, however. Some students may be unable to use the organizational patterns of historical texts with adequate comprehension. Textbooks are mostly narrative, using a combination of **structures**: chronological, sequential, and cause-and-effect (Britt et al., 1994). Primary and secondary sources, on the other hand, may have very different structures and purposes. These documents are often created in other formats, such as propaganda leaflets, political notices, essays, memoirs, journals, or cartoons. These texts may not have main ideas explicitly stated, and the relationships between ideas may not be clearly expressed.

The writer's purpose can also influence the organizational structure of a document. For example, a propaganda leaflet may use a compare/contrast structure to illustrate opposing viewpoints. Primary and secondary sources may vary from the sequential narrative form that students see in textbooks to using structures such as problem/solution, main idea with supporting details, or compare/contrast.

If students do not recognize a text's structure, their comprehension will be compromised. Reading researchers have shown that successful learners use text structures, or “frames,” to guide their learning (Armbruster & Anderson, 1984; Buehl, 2001; Jones, Palincsar, Ogle, & Carr, 1987). Students who understand basic text structures and graphically depict the relationships among ideas improve both comprehension and recall (Armbruster & Anderson, 1984; RAND Reading Study Group, 2003). For example, a fluent reader who recognizes a problem stated in a text will begin looking for a solution.

The use of a variety of documents, rather than one book, requires additional cognitive skills of the reader. Thus, students need to be aware of the **source** information provided with the documents, in addition to their context. Also, rather than unquestioningly accepting facts, as students often do with textbooks, readers of multiple documents may face different interpretations of the same event based on contradictory evidence. The documents themselves can have varying degrees of reference; for example, a secondary source may refer to a primary source. Therefore, a student must be able to mentally organize a large amount of disparate and conflicting information and make literal sense out of it.

Sam Wineburg (2001) notes that true historians comprehend a **subtext** on the literal, inferred, and critical levels. These subtexts include what the writer is saying literally but also any possible biases and unconscious assumptions the writer has about the world. Historians “try to reconstruct authors' purposes, intentions, and goals” as well as understand authors' “assumptions, world view, and beliefs” (pp. 65–66). Wineburg calls readers who believe exactly what they read “mock” readers while “actual” readers take a critical and skeptical stance toward the text.

Judy Lightfoot has constructed the following chart (based on Wineburg's work at Stanford) detailing the characteristics of an expert reader of history versus those of a novice reader.

### HOW EXPERTS AND NOVICES TEND TO READ HISTORICAL TEXTS

Experts . . .	Novices . . .
Seek to <i>discover context and know content</i> .	Seek only to <i>know content</i> .
Ask what the text <i>does</i> (purpose).	Ask what the text <i>says</i> ("facts").
Understand the <i>subtexts</i> of the writer's language.	Understand the <i>literal meanings</i> of the writer's language.
See any text as a <i>construction</i> of a vision of the world.	See texts as a <i>description</i> of the world.
See texts as <i>made by persons with a view of events</i> .	See texts as <i>accounts of what really happened</i> .
Consider <i>textbooks less trustworthy</i> than other kinds of documents.	Consider <i>textbooks very trustworthy</i> sources.
Assume <i>bias</i> in texts.	Assume <i>neutrality, objectivity</i> in texts.
Consider <i>word choice</i> (connotation, denotation) and <i>tone</i> .	<i>Ignore word choice and tone</i> .
Read slowly, <i>simulating a social exchange between two readers</i> , "actual" and "mock."	Read to <i>gather lots of information</i> .
<i>Resurrect</i> texts, like a magician.	<i>Process</i> texts, like a computer.

Compare texts to judge different, perhaps divergent accounts of the same event or topic.	Learn the “right answer.”
Get <i>interested</i> in contradictions, ambiguity.	Resolve or ignore contradictions, ambiguity.
Check <i>sources</i> of document.	Read the <i>document</i> only.
Read like <i>witnesses to living, evolving events</i> .	Read like <i>seekers of solid facts</i> .
Read like <i>lawyers making a case</i> .	Read like <i>jurors listening to a case someone made</i> .
Acknowledge <i>uncertainty and complexity</i> in the reading with qualifiers and concessions.	Communicate “ <i>the truth</i> ” of the reading, sounding as certain as possible.
<p>Source: From Judy Lightfoot, “Outline of Sam Wineburg's Central Arguments in ‘On the Reading of Historical Texts.’” Available: <a href="http://home.earthlink.net/~judylightfoot/Wineburg.html">http://home.earthlink.net/~judylightfoot/Wineburg.html</a>. Based on “On the Reading of Historical Texts: Notes on the Breach Between School and Academy,” by Samuel Wineburg, <i>American Educational Research Journal</i>, Fall 1991, pp. 495–519.</p>	

## HOW TO DEVELOP CONCEPT UNDERSTANDING

Concept development is a strategy to help students move from facts to concepts to generalizations. Concepts are the basic tools of thinking and inquiry in social studies. Unless students understand what a concept is they will be unable to understand and categorize facts and move toward generalizations.

Concepts are the categories we use to cluster information. Concepts organize specific information under one label. They are the links between facts and generalizations. To understand a generalization, students first must understand its component concepts. For example, in order to understand the generalization, “People in communities are interdependent,” students must know the meaning of the two concepts of community and interdependence.

Concepts can be grouped into two general types: *concrete and defined*. Concrete concepts are those that students can see (e.g., river, mountain, clothing, shelter, family, government, etc.). Concrete concepts have properties or attributes that students can observe. Defined concepts are concepts that are abstract and not directly observable (e.g., democracy, region, citizenship, reform, revolution, justice, nationalism, capitalism, etc.). Since defined concepts have meanings that are not readily observed, their definitions are built through a comparison of several examples.

The teaching of defined concepts is more difficult and requires a series of learning experiences that help develop the meaning of abstract concepts. Research in the teaching of concepts has identified the following steps that teachers can use in order to teach concepts effectively.

- Brainstorm a set of examples of a particular concept.
- Identify one example that is a “best” example.
- Brainstorm a set of non-examples of the concept.
- Identify the characteristics of each example.
- Develop questions that will help students identify the characteristics, the similarities, and the differences in the examples and non-examples used.
- Have students compare all the examples with the most clear or strongest example.
- Have students identify the critical characteristics of the “best” example.
- Ask students to develop a definition of the concept. The definition should include the category that contains the concept as well as the critical characteristics of the concept.
- Connect the concept to prior student knowledge.
- Use the concept when appropriate in new situations.

Two teaching strategies for developing concepts are direct instruction and inductive reasoning. Both strategies include attention to the identification of common characteristics (attributes), use of examples and non-examples, classifying or grouping items, naming or labeling the group, and using the concept in ongoing activities.

Direct instruction by the teacher includes the following steps:

- State the concept to be learned or pose a question. (“Today we are going to learn about capitalism” or “What is a peninsula?”).

- Identify the defining characteristics (attributes) of the concept. Classify or group the common attributes.
- Present the students with several examples of the concept. Have them determine the pattern revealed by the characteristics to develop a generalized mental image of the concept.
- Present some non-examples. The non-examples must violate one or more of the critical attributes of the concepts. Begin with the best non-example.
- Have students develop a definition of the concept based on its category and critical characteristics.
- Apply the definition to a wide variety of examples and non-examples. Modify the definition of the concept as new examples are identified.

The inductive reasoning approach involves students themselves developing the concept from the facts identified in several examples and non-examples. This approach emphasizes the classifying process and includes the following steps:

- Have students observe and identify items to be grouped (“Which items are shown in this picture?”).
- Identify the characteristics (attributes) used to group each set of items (“Which items seem to belong together? Why?”)
- Name, label, or define each group (“What is a good name for each group?”)
- Have students develop a definition of the name (concept) for each group, using the characteristics or attributes for each group.
- Test the definition by applying it to a wide variety of examples and non-examples.
- Refine, modify, or adjust the definition of the concept as further examples are identified. Inductive reasoning works better with concrete concepts.

*Adapted from: Social Studies Department/ San Antonio Independent School District*

**INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS**

What is interdisciplinary curriculum?

An interdisciplinary curriculum can best be defined as the intentional application of methodology, practices, language, skills, and processes from more than one academic discipline. It is often planned around an exploration of an overarching theme, issue, topic, problem, question or concept. Interdisciplinary practices allow students to create connections between traditionally discrete disciplines or bodies of content knowledge/skills, thus enhancing their ability to interpret and apply previous learning to new, related learning experiences.

Planning for interdisciplinary units of study allows teachers to not only make important connections from one content or discipline to another, but also to acquire and apply understandings of concepts, strategies and skills that transcend specific curricula.

When teachers actively look for ways to integrate social studies and reading/writing content (when and where it makes the most sense), the pressure of not enough time in the school day to get all the content covered is reduced. Teachers should also think about hierarchy of content and make smart decisions as to what curricular content is worthy of immersion and knowing versus that which requires only exposure and familiarity (issues of breadth vs. depth).

With these thoughts in mind, teachers can begin to emphasize learning experiences that provide students with opportunities to make use of content and process skills useful in many disciplines.

“...activities designed around a unifying concept build on each other, rather than remaining as fragmented disciplines.... Creating a connection of ideas as well as of related skills provides opportunities for reinforcement. Additionally, sharp divisions among disciplines often create duplication of skills that is seldom generalized by our students. However... when concepts are developed over a period of time... young people are more likely to grasp the connections among ideas and to develop and understand broad generalizations.” (*Social Studies at the Center. Integrating, Kids Content and Literacy*, Lindquist & Selwyn 2000)

Clearly this type of curricular organization and planning has easier applications for elementary schools where one teacher has the responsibility for most content instruction. Understanding that structures for this kind of work are not the standard in most middle schools, content teachers can still work and plan together regularly to support student learning and success.

For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.

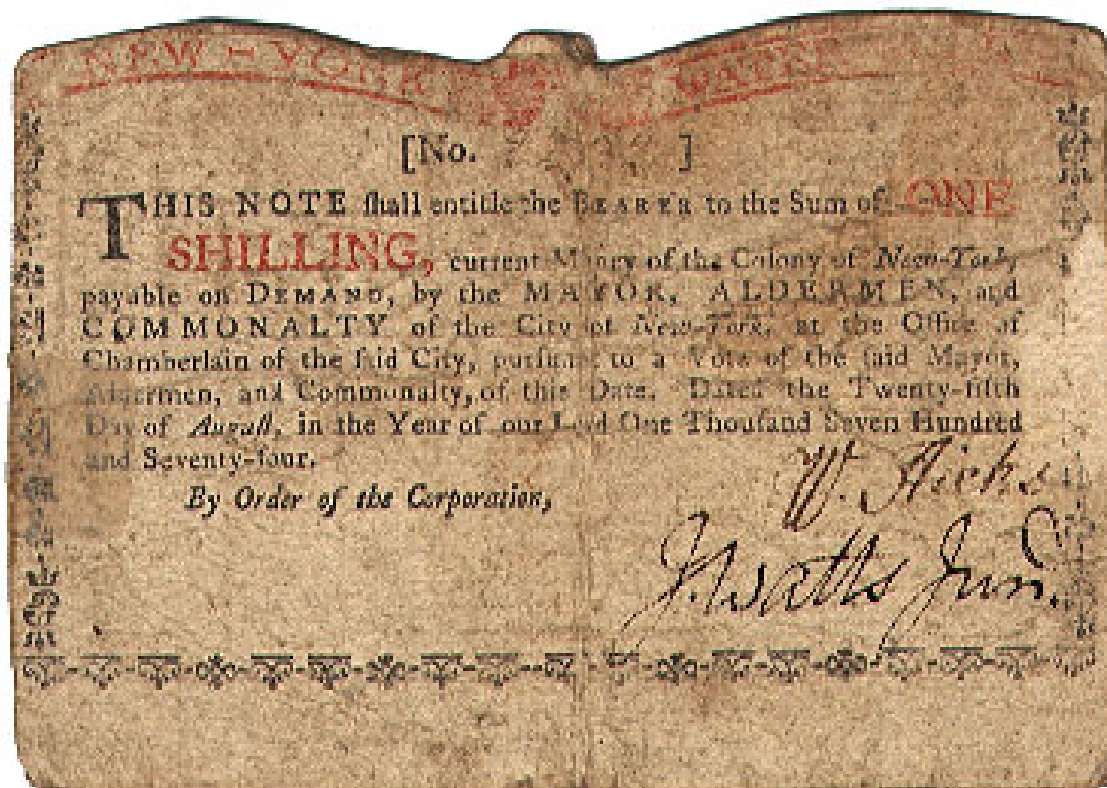
For more information and research around integrated or interdisciplinary planning and teaching, see the work of:

Heidi Hayes Jacobs	<i>Interdisciplinary Design &amp; Implementation, and Mapping the Big Picture: Integrating Curriculum and Assessment</i>
Robin Fogarty	<i>How to Integrate Curricula: The Mindful School</i>
David B. Ackerman	<i>Intellectual &amp; Practical Criteria for Successful Curriculum Integration</i>
Davis N. Perkins	<i>Knowledge by Design</i>
Grant Wiggins & Jay McTighe	<i>Understanding by Design</i>
Carol Ann Tomlinson and Jay McTighe	<i>Integrating Differentiated Instruction &amp; Understanding by Design</i>
Harvey Daniels & Steven Zemelman	<i>Subjects Matter: Every Teacher's Guide to Content Area Reading</i>
Stephanie Harvey	<i>Nonfiction Matters. Reading, Writing and Research in Grades 3-8</i>



### III.

## Teaching Strategies



New York One Shilling Note, 1774



## SOCIAL STUDIES CASE STUDY

A case study provides students and teachers with an opportunity to zoom in on a sub-topic of a larger unit of study and participate in an in-depth analysis of a single event, country, issue or movement in history. Teachers and students can focus on specific content through rich, varied and meaningful exploration and exposure.

Social studies teachers must often make difficult choices and decide on priorities when it comes to issues of depth versus breadth in content instruction. Depth takes time, and for students to be able to experience depth of content, teachers cannot investigate all topics with equal emphasis and time. While coverage of content is important it is also important for students to experience the demands and rewards that focused and intensive learning around one specific piece of content can afford. All teaching involves decision-making around what will be taught and how it will be taught. But teachers need also consider what not to teach and what merits greater emphasis. Good teaching means making sacrifices that are sometimes necessary in order to achieve the deeper learning. Through a case study, teachers can think more about how they want students to learn and less about how much content to cover.

Many of the units of study in the new social studies scope and sequence suggest a Case Study experience. When students participate actively and productively in “case studies,” deep, meaningful and enduring understandings are achieved in a climate of respect for discussion, inquiry and ideas. Case studies demand patience, stamina and, rigor but will result in expertise and passion for learning.

Case studies are included within the larger units of study. Teachers have flexibility and choice when planning a case study. For example, a case study of early New Amsterdam/New York provides students with the opportunity to examine in depth the social, economic and political foundations of this city.

Case studies lend themselves well to student-directed, project-based learning and will help students gain a sharpened understanding of a period in history and why things happened as they did.

A case study is a bit like reading a detective story. It keeps students interested in the content, challenges them, and helps them “stand in someone’s shoes”, while encouraging them to develop their own ideas and conclusions, make connections and apply their understandings. Students get a chance to learn by doing. They will discover how historical events have legacies, meaning and relevance.

## TEXT STRUCTURES FOUND IN SOCIAL STUDIES TEXTS

Fluent readers recognize and use organizational patterns to comprehend text. A particular text may reflect more than one organizational pattern. The writer's purpose influences the organizational pattern of a particular text. When students do not recognize a text's structure, their comprehension is impaired. The seven organizational patterns of social studies text are:

<b>Type of Organizational Pattern</b>	<b>Signal Words</b>	<b>Questions Suggested by the Pattern</b>
<b>Chronological Sequence:</b> organizes events in time sequence.	after, afterward, as soon as, before, during, finally, first, following, immediately, initially, later, meanwhile, next, not long after, now, on (date), preceding, second, soon, then, third, today, until, when	<ul style="list-style-type: none"> <li>- What sequence of events is being described?</li> <li>- What are the major incidents that occur?</li> <li>- How is this text pattern revealed in the text?</li> </ul>
<b>Comparison and Contrast:</b> organizes information about two or more topics according to their similarities and differences.	although, as well as, as opposed to, both, but, compared with, different from, either...or, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet	<ul style="list-style-type: none"> <li>- What items are being compared?</li> <li>- What is it about the item that is being compared? What characteristics of the items form the basis of comparison?</li> <li>- What characteristics do they have in common; how are these items alike?</li> <li>- In what ways are these items different?</li> <li>- What conclusion does the author reach about the degree of similarity or difference between the items?</li> <li>- How did the author reveal this pattern?</li> </ul>

<p><b>Concept/ Definition:</b> organizes information about a generalized idea and then presents its characteristics or attributes.</p>	<p>for instance, in other words, is characterized by, put another way, refers to, that is, thus, usually</p>	<ul style="list-style-type: none"> <li>- What concept is being defined?</li> <li>- What are its attributes or characteristics?</li> <li>- How does it work, or what does it do?</li> <li>- What examples are given for each of the attributes or characteristics?</li> <li>- How is this pattern revealed in the text?</li> </ul>
<p><b>Description:</b> organizes facts that describe the characteristics of a specific person, place, thing or event.</p>	<p>above, across, along, appears to be, as in, behind, below, beside, between, down, in back of, in front of, looks like, near, on top of, onto, outside, over, such as, to the right/ left, under</p>	<ul style="list-style-type: none"> <li>- What specific person, place, thing, or event is being described?</li> <li>- What are its most important attributes or characteristics?</li> <li>- Would the description change if the order of the attributes were changed?</li> <li>- Why is this description important?</li> </ul>
<p><b>Episode:</b> organizes a large body of information about specific events.</p>	<p>a few days/ months later, around this time, as it is often called, as a result of, because of, began when, consequently, first, for this reason, lasted for, led to, shortly thereafter, since then, subsequently, this led to, when</p>	<ul style="list-style-type: none"> <li>- What event is being described or explained?</li> <li>- What is the setting where the event occurs?</li> <li>- Who are the major figures or characters that play a part in this event?</li> <li>- What are the specific incidents or events that occur? In what order do they happen?</li> <li>- What caused this event?</li> <li>- What effects has this event had on the people involved?</li> <li>- What effects has this event had on society in general?</li> </ul>

<p><b>Generalization/ Principle:</b> organizes information into general statements with supporting examples.</p>	<p>additionally, always, because of, clearly, conclusively, first, for instance, for example, furthermore, generally, however, if...then, in fact, it could be argued that, moreover, most convincing, never, not only...but also, often, second, therefore, third, truly, typically</p>	<ul style="list-style-type: none"> <li>- What generalizations is the author making or what principle is being explained?</li> <li>- What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle?</li> <li>- Do these details appear in a logical order?</li> <li>- Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/ principle?</li> </ul>
<p><b>Process/ Cause and Effect:</b> organizes information into a series of steps leading to a specific product, or into a causal sequence that leads to a specific outcome.</p>	<p>accordingly, as a result of, because, begins with, consequently, effects of, finally, first, for this reason, how to, how, if...then, in order to, is caused by, leads/ led to, may be due to, next, so that, steps involved, therefore, thus, when...then</p>	<ul style="list-style-type: none"> <li>- What process or subject is being explained?</li> <li>- What are the specific steps in the process, or what specific causal events occur?</li> <li>- What is the product or end result of the process; or what is outcome of the causal events?</li> </ul>

## ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

### What is accountable talk?

Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

### What does it look like?

Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

### What are rubrics?

Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

### Sample Student Accountable Talk Rubrics

Have I actively participated in the discussion?

Have I listened attentively to all group members?

Did I elaborate and build on the ideas or comments of others?

Did I stay focused on the assigned topic?

Did I make connections to other learning?

### Why is student discussion valuable?

Students' enthusiasm, involvement and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they hear, 30% of what they see, and **70%** of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match what they hear with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.

## PROJECT-BASED LEARNING

Standards-focused project-based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

- Project-based learning makes content more meaningful, allowing students to dig more deeply into a topic and expand their interests.
- Effective project design engages students in complex, relevant problem solving. Students investigate, think, reflect, draft, and test hypotheses.
- Effective projects often involve cooperative learning. Developing strategies for learning and working with others to produce quality work is invaluable to students' lives.
- The process of learning how to select a worthwhile topic, research and present their findings is as important as the content of the project.
- Project-based learning allows for a variety of learning styles. It supports the theory of multiple intelligences as students can present the results of their inquiry through a variety of products.
- Project-based learning promotes personal responsibility, making decisions and choices about learning.
- Students learn to think critically and analytically. It supports students in moving through the levels of Bloom's taxonomy.
- Students are excited, engaged and enthusiastic about their learning.
- In-depth, meaningful research leads to higher retention of what is learned.



## SUCCESSFUL STRATEGIES FOR IMPLEMENTING DOCUMENT-BASED QUESTIONS

Document-based questions are based on the themes and concepts of the Social Studies Learning Standards and Core Curriculum. They require students to analyze, synthesize and evaluate information from primary and secondary source documents and write a thematic essay. DBQs help students develop the skills of historical analysis. They ask students to take a position on an issue or problem and support their conclusions with examples from the documents. They are criterion referenced and employ a scoring rubric. Document-based questions should be integrated with daily classroom instruction.

Effective DBQs are built on major issues, events or concepts in history and ask students to:

- compare/contrast.
- illustrate similarities and differences.
- illustrate bias or point of view.
- describe change over time.
- discuss issues categorically: socially, economically, politically.
- explain causes and effects of historic events.
- examine contending perspectives on an issue.

When creating a DBQ for your students, begin by stating the directions and the historical context. The context represents the theme of the DBQ as it applies to a specific time and place in history.

Then state the task. The task statement directs students to:

- write the essay.
- interpret and weave most of the documents into the body of the essay.
- incorporate outside information.
- write a strong introduction and conclusion.

Use verbs such as discuss, compare, contrast, evaluate, describe, etc. Select documents that relate to your unit or theme. Most DBQs include 6-7 documents. A mini-DBQ can consist of two to three documents. Examine each document carefully. If using visuals, ensure that their quality is excellent. They must be clear, clean, and readable. If using text, passage length is important. Readings should not be wordy or lengthy. If the passage is longer than one-third of a page, it probably needs to be shortened. Where vocabulary is difficult, dated, or colloquial, provide “adaptations” and parenthetical context clues.

Scaffolding questions are key questions included after each document in the DBQ.

- The purpose of scaffolding questions is to lead students to think about the answer they will write.
- They provide information that will help students answer the main essay question.

Good scaffolding questions:

- are clear and specific.
- contain information in the stimulus providing a definite answer to the question.

There is at least one scaffolding question for each document. However, if a document provides opposing perspectives or contains multiple points, two questions are appropriate. Provide 5 or 6 lines on which students will write their response. At the end of the documents, restate the Historical Context and Question. Provide lined paper for students to complete the essay.

## DBQ DOCUMENTS

**Informational Graphics** are visuals, such as maps, charts, tables, graphs and timelines that give you facts at a glance. Each type of graphic has its own purpose. Being able to read informational graphics can help you to see a lot of information in a visual form.

**Maps** and charts from the past allow us to see what the world was like in a different time. Using maps can provide clues to place an event within its proper historical context. The different parts of a map, such as the map key, compass rose and scale help you to analyze colors, symbols, distances and direction on the map.

Decide what kind of map you are studying:

raised relief map	military map
topographic map	bird's-eye view map
political map	satellite photograph
contour-line map	pictograph
natural resource map	weather map

Examine the physical qualities of the map.

- Is the map handwritten or printed?
- What dates, if any, are on the map?
- Are there any notations on the map? What are they?
- Is the name of the mapmaker on the map? Who is it?

All of these clues will help you keep the map within its historical context.

- Read the title to determine the subject, purpose, and date.
- Read the map key to identify what the symbols and colors stand for.
- Look at the map scale to see how distances on the map relate to real distances.
- Read all the text and labels.
- Why was the map drawn or created?
- Does the information on this map support or contradict information that you have read about this event? Explain.
- Write a question to the mapmaker that is left unanswered by this map.

**Tables** show numerical data and statistics in labeled rows and columns. The data are called variables because their values can vary. To interpret or complete a table:

- Read the title to learn the table's general subject.
- Then read the column and row labels to determine what the variables in the table represent.
- Compare data by looking along a row or column.
- If asked, fill in any missing variables by looking for patterns in the data.

**Graphs**, like tables, show relationships involving variables. Graphs come in a wide range of formats, including pie graphs, bar graphs and line graphs. To interpret or complete a graph:

- Read the title to find out what the graph shows.
- Next, read the labels of the graph's axes or sectors to determine what the variables represent.
- Then notice what changes or relationships the graph shows.

- Some graphs and tables include notes telling the sources of the data used. Knowing the source of the data can help you to evaluate the graph.

**Timelines** show the order of events as well as eras and trends. A timeline is divided into segments, each representing a certain span of time. Events are entered in chronological order along the line. Take into account not only the dates and the order of events but also the types of events listed. You may find that events of one type, such as wars and political elections, appear above the line, while events of another type, such as scientific discoveries and cultural events appear below it.

### Written Documents

Most documents you will work with are textual documents:

newspapers	speeches	reports
magazines	memorandums	advertisements
letters	maps	congressional records
diaries	telegrams	census reports

Once you have identified the type of document with which you are working, you will need to place it within its proper historical context. Look for the format of the document (typed or handwritten), the letterhead, language used on the document, seals, notations or date stamps. To interpret a written document:

- What kind of document is this?
- What is the date of the document?
- Who is the author (or creator) of the document?
- For what audience was the document written?
- What was the purpose or goal of the document? Why was it written?
- List two things from the document that tell about life at the time it was written.
- Write a question to the author that is left unanswered by the document.
- Tell how the document reflects what is going on during this period.

### Firsthand Account

A firsthand account is when someone who lives in a particular time writes about his/her own experience of an event. Some examples of firsthand accounts are diaries, telegrams, and letters. Firsthand accounts help us learn about people and events from the past and help us understand how events were experienced by the people involved. Many people can see the same event, but their retelling of the event may be different. Learning about the same event from different sources helps us to understand history more fully.

- Identify the title and the author. What do you think the title means?
- Use the title and details from the account to identify the main idea.
- Read the account a few times. Determine the setting (time and place) of the account.
- Determine the author's position, job, or role in the event. What is his opinion of the event?

### Cartoons

What do you think is the cartoonist's opinion? You can use political cartoons and cartoon strips to study history. They are drawn in a funny or humorous way. Political cartoons are usually about government or politics. They often comment on a person or event in the news. Political cartoons give an opinion, or belief, about a current issue. They sometimes use caricatures to exaggerate a person or thing in order to express a point of view. Like editorials, political cartoons try to persuade people to see things in a certain way. Being able to analyze a political cartoon will help you to better understand different points of view about issues during a particular time period.

- Pay attention to every detail of the drawing. Find symbols in the cartoon. What does each symbol stand for?
- Who is the main character? What is he doing?
- What is the main idea of the cartoon?
- Read the words in the cartoon. Which words or phrases in the cartoon appear to be most significant, and why?
- Read the caption, or brief description of the picture. It helps place the cartoon in a historical context.
- List some adjectives that describe the emotions or values portrayed or depicted in the cartoon.

### Posters and Advertisements

Posters and advertisements are an interesting way to learn about the past. Many advertisements are printed as posters. They are written or created to convince people to do something. By looking at posters, we can understand what was important during different times in history. An advertisement is a way to try to sell something. Historical advertisements provide information about events or products. By reading these advertisements, you can learn many things about what people were doing or buying many years ago. Be sure to include representations and or depictions of diverse groups of people in culturally appropriate ways.

Generally, effective posters use symbols that are unusual, simple, and direct. When studying a poster, examine the impact it makes.

- Look at the artwork. What does it show?
- Observe and list the main colors used in the poster.
- Determine what symbols, if any, are used in the poster.
- Are the symbols clear (easy to interpret), memorable, and/or dramatic?
- Explore the message in the poster. Is it primarily visual, verbal, or both?
- Determine the creator of the poster. Is the source of the poster a government agency, a non-profit organization, a special interest group, or a for-profit company?
- Define the intended audience for the poster and what response the creator of the poster was hoping to achieve.
- Read the caption. It provides historical context.
- What purpose does the poster serve?

Pay attention to every detail in the advertisement. Look for answers to: Who? What? When? Where? and Why?

- Determine the main idea of the advertisement by reading all slogans, or phrases, and by studying the artwork.
- What is the poster/advertisement about?
- When is it happening?
- Where is it happening?
- Who is the intended audience? Identify the people who the advertisement is intended to reach.
- Why is it being advertised?
- Describe how the poster reflects what was happening in history at that time.

## ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department Social Studies assessments are administered in November of the 5<sup>th</sup> Grade and June of the 8<sup>th</sup> Grade. These exams measure the progress students are making in achieving the learning standards. Teachers should consult the school's inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The National Council of Social Studies adopted six “Guiding Principles for Creating Effective Assessment Tools”. They are:

- Assessment is considered an integral part of the curriculum and instruction process.
- Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring throughout in an effort to monitor, assess, revise and expand what is being taught and learned.
- A comprehensive assessment plan should represent what is valued instructionally.
- Assessment practices should be goal oriented, appropriate in level of difficulty and feasible.
- Assessment should benefit the learner, promote self-reflection and self-regulation, and inform teaching practices.
- Assessment results should be documented to “track” resources and develop learning profiles.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down—unpacked and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.

An effective assessment plan includes both *formative* assessments—assessments that allow teachers to give feedback as the project progresses—and *summative* assessments—assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills and relate their understanding to their experiences. Additionally, artifacts, or evidence of student thinking, allow teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

Sample of student projects	Sample assessment tools
<ul style="list-style-type: none"> <li>• exit projects</li> <li>• student-made maps and models</li> <li>• student-made artifacts</li> <li>• mock debates</li> <li>• class museums and exhibitions</li> <li>• student peer evaluation</li> <li>• student-made books</li> <li>• I-movies; photo-essays</li> <li>• graphic timelines</li> <li>• creating songs and plays</li> <li>• writing historical fiction and/or diary entries</li> <li>• creating maps and dioramas</li> <li>• student-created walking tours</li> <li>• tables, charts and/or diagrams that represent data</li> <li>• student-made PowerPoints, webquests</li> <li>• monologues</li> </ul>	<ul style="list-style-type: none"> <li>• higher level analytical thinking activities</li> <li>• portfolios of student work</li> <li>• student criteria setting and self-evaluation</li> <li>• teacher observations</li> <li>• checklists and rubrics</li> <li>• conferences with individuals or groups</li> <li>• group discussions</li> <li>• anecdotal records</li> <li>• teacher-made tests</li> <li>• student presentations</li> <li>• role play and simulations</li> <li>• completed “trips sheets”</li> <li>• reflective journal entries</li> <li>• student writing (narrative procedures, etc.)</li> <li>• video and/or audio tapes of student work</li> <li>• student work</li> </ul>

## MULTIPLE INTELLIGENCES

Students learn and respond to information in many different ways. Teachers should consider the strengths and learning styles of their students and try to provide all students with a variety of opportunities to demonstrate their learning.

Intelligence	Learning preferences
<b>Verbal-Linguistic</b> “word smart”	Students who demonstrate a mastery of language and strength in the language arts—speaking, writing, reading, listening.
<b>Logical- Mathematical</b> “number-smart”	Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving.
<b>Body-Kinesthetic</b> “body-smart”	Students who use the body to express their ideas and feelings, and learn best through physical activity—games, movement, hands-on tasks, dancing, building.
<b>Visual-Spatial</b> “picture-smart”	Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.
<b>Naturalistic</b> “nature smart”	Students who love the outdoors, animals, plants, field trips, and natures in general and have the ability to identify and classify patterns in nature.
<b>Musical-Rhythmic</b> “music-smart”	Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression.
<b>Interpersonal</b> “people-smart”	Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.
<b>Intrapersonal</b> “self-smart”	Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.

*Adapted from Dr. Howard Gardner’s Theory of Multiple Intelligences*



## BLOOM'S TAXONOMY

The language of Bloom's Taxonomy was revised by his student Lynn Anderson in 2001. Anderson updated the taxonomy by using verbs to describe cognitive processes and created a framework for levels of knowledge as well. The cognitive processes are presented in a continuum of cognitive complexity (from simplest to most complex). The knowledge dimensions (factual, conceptual, procedural, and metacognitive) are structured according to a continuum that moves from the concrete to the abstract. The taxonomy can help teachers understand how learning objectives that are identified for students relate to the associated cognitive processes and levels of knowledge. Using the taxonomy will also highlight the levels at which teachers spend the greatest amount of teaching time and where they might consider increasing or decreasing emphasis.

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
<b>A. Factual Knowledge</b> <b>B. Conceptual Knowledge</b> <b>C. Procedural Knowledge</b> <b>D. Metacognitive Knowledge</b>	Retrieve relevant knowledge from long-term memory <ul style="list-style-type: none"> <li>Recognize (identify)</li> <li>Recall (retrieve)</li> </ul>	Construct meaning from instructional messages, including oral, written, and graphic information <ul style="list-style-type: none"> <li>Interpret (clarify, paraphrase, represent, translate)</li> <li>Exemplify (illustrate, give examples)</li> <li>Classify (categorize, subsume)</li> <li>Summarize (abstract, generalize)</li> <li>Infer (conclude, extrapolate, interpolate, predict)</li> <li>Compare (contrast, map, match)</li> <li>Explain (construct models)</li> </ul>	Carry out or use a procedure in a given situation <ul style="list-style-type: none"> <li>Execute (carry out)</li> <li>Implement (use)</li> </ul>	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose <ul style="list-style-type: none"> <li>Differentiate (discriminate, distinguish, focus, select)</li> <li>Organize (find coherence, integrate, outline, parse, structure)</li> <li>Attribute (deconstruct)</li> </ul>	Make judgments based on criteria and standards <ul style="list-style-type: none"> <li>Check (coordinate, detect, monitor, test)</li> <li>Critique (judge)</li> </ul>	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure <ul style="list-style-type: none"> <li>Generate (hypothesize)</li> <li>Plan (design)</li> <li>Produce (construct)</li> </ul>



## MAXIMIZING FIELD TRIP POTENTIAL

Field trips are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards-based instruction. Field trip experiences provide structured flexibility for students to deeply explore areas of interest in their own way, discovering information that can be shared with others. A focused, well-planned trip can introduce new skills and concepts to students, and reinforce ongoing lessons. Museums and community resources offer exposure to hands-on experiences, real artifacts, and original sources. Students can apply what they are learning in the classroom, making material less abstract.

The key to planning a successful field trip is to make connections between the trip and your curriculum, learning goals and other projects. Field trips are fun, but they should reinforce educational goals. Discuss the purpose of the field trip and how it relates to the unit of study. Trips need to be integrated into the big picture so that their lessons aren't lost.

Begin by identifying the rationale, objectives and plan of evaluation for the trip.

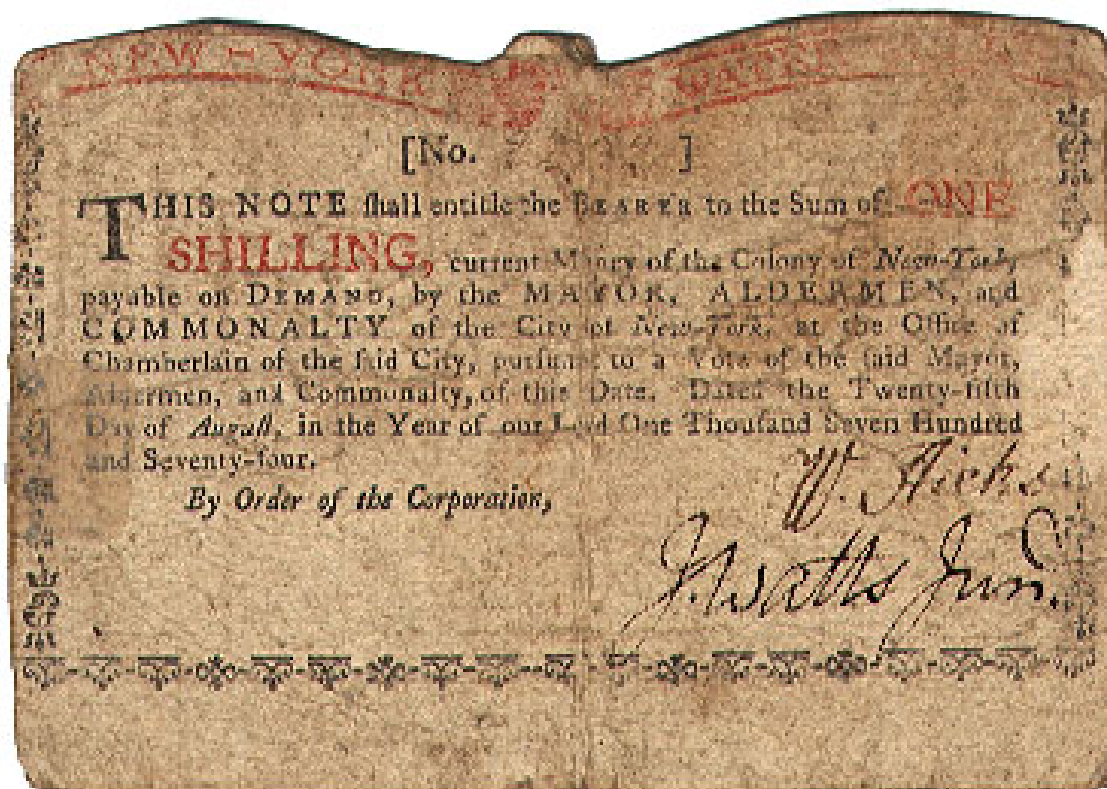
- Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre field trip activities.
- Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website of the location are some of the ways you can introduce the trip to your class.
- Plan pre-visit activities aligned with curriculum goals
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- Consider using the trip as the basis for an inquiry-based project. The projects can be undertaken as a full group or in teams or pairs.
- Plan activities that support the curriculum and also take advantage of the uniqueness of the setting
- Allow students time to explore and discover during the visit
- Plan post-visit classroom activities that reinforce the experience

Well-designed field trips result in higher student academic performance, provide experiences that support a variety of learning styles and intelligences, and allow teachers to learn alongside their students as they closely observe their learning strengths. Avoid the practice of using the field trip as a reward students must earn. This implies that the field trip is not an essential part of an important planned learning experience.



## IV.

# Sample Lessons, Materials and Resources



New York One Shilling Note, 1774

## TRADE BOOK TEXT SETS

### What are they?

Trade book text sets are a collection of books centered on a specific topic or theme. The NYCDOE Social Studies trade book text sets are correlated to the K-8 Social Studies scope and sequence. There is a specific text set for each unit of study. The books and texts are carefully selected to explore the focus of each unit of study from a variety of perspectives. Though the texts are linked by theme (content) they are multi-genre and reflect a variety of reading levels. While the collection currently includes trade books and picture books, it is our hope that teachers and students will add appropriate historical fiction, poetry, newspaper/magazine articles, journals/diaries, maps, primary documents and websites to this collection. In essence anything that is print-related and thematically linked will enhance the text set.

The titles have been selected because they are well written, historically accurate, include primary sources, are visually appealing and they support the content understandings of the unit. The books span a wide range of topics, vary in length, difficulty level and text structure, and are related to the central theme or unit. Select titles are included for teacher and classroom reference.

Text sets provide students with texts that may address a specific learning style, are engaging and rich with content and support meaningful interaction. With appropriate teacher guidance, text sets encourage students to:

- question what they read.
- build background knowledge.
- synthesize information from a variety of sources.
- identify, understand and remember key ideas, facts and vocabulary.
- recognize how texts are organized.
- monitor own comprehension.
- evaluate an author's ideas and perspective.

The wide reading that results from the use of text sets benefits students' reading development as well as their content learning. Students are also exposed to higher level thinking as they explore, read and think about complex ideas that are central to the understanding of social studies.

### Introducing Text Sets to Students

There are many ways to introduce students to the world of text sets. All books should be organized and stored in a portable container or bin. There should be a set of books for each table group (these table groups can vary from 6-8 students). Books can be organized for students so that each table has a comparable set of texts (there are multiple copies of key books for this purpose) or where each table has a unique set of texts (sub-topics of the unit focus). Here are some suggestions for getting started:

**Scavenger Hunt:** Plan a few questions related to the content of the books at each table. Allow students 15-20 minutes to look for answers to those questions. Students

can then share their findings with their group or with the entire class. As they search through texts for answers, they will get a sense of the content and structure of each book.

Book Browse: Let students browse through the collection at each table selecting the titles that they want to skim or read. Students can then discuss their selection and why it was interesting to them.

Word Splash: Print a selection of content vocabulary taken from the texts onto large paper and splash around the classroom or on the tables. Ask students to try to read, discuss and figure out the meaning of the words. As the unit progresses they can become part of a word wall and students will recognize them in the text sets.

### **Text Sets as the Core of Mini-lessons**

Text sets provide teachers with a wealth of opportunities for mini-lesson development. Short texts should be lifted from the key titles to create lessons with a specific content reading strategy, content knowledge focus, text structure, or process skill related to the unit standards, goals and outcomes. Selected texts can also be used for read-alouds, independent reading, guided reading and research and writing.

### **Formative Assessment**

Text sets lend themselves well to daily student assessment of content reading comprehension, process skills like note taking, and the acquisition, understanding and application of content knowledge. Graphic organizers, journal writing, reflection logs, short term assignments, accountable talk and informal discussion are all effective ways of assessing for student learning. Daily student assessment should be used to guide instructional decisions. Students should also have regular opportunities to reflect on their learning.

### **Dynamic Collections**

The best text sets are those that change and grow with time. New titles can be found in bookstores, libraries, staying abreast of new publications and notable books in social studies (NCSS), award-winning books, etc. Multi-media additions to text sets are another exciting way to refresh and renew collections. Students can also be encouraged to critique current titles and recommend new titles.

Teachers know their students best. Text sets may not always reflect the specific needs of all students. Therefore it is important to consider student needs when adding additional print or non-print materials to the text set. Teachers may want to include photographs and other images for visual learners, music and other audio for auditory learners etc. Additional print material written at a higher or lower level than the materials provided in the text set may be needed. In classrooms with a large percentage of ELLs, teachers should consider more read aloud and shared reading opportunities, and texts that have quality picture support.

## COLONIAL AND REVOLUTIONARY PERIODS

### ENGAGING THE STUDENT/ LAUNCHING THE UNIT

Engaging students with the content to be studied is important. Making the content relevant to their personal lives or making a connection to how the learning can be used in a real world setting is one way to get students “hooked.” Another effective hook is making students see the content as interesting and unusual by having them view the content from a different perspective. Launching the unit for your students involves engaging them in mental stretching activities and providing a hook for the content to be learned. Students are more interested in and pay more attention to activities that are introduced in a way that engages them emotionally, intellectually and socially.

Launching a unit effectively can excite the students—giving them the motivational energy to want to make the best use of their learning time. Activities that get students to think divergently are important. Presenting far-out theories, paradoxes, and incongruities to stimulate wonder and inquiry are extremely effective.

One way to launch the “Colonial and Revolutionary Periods” unit is to set up learning stations around the room. Choose from the stations listed below or create your own. Students should be grouped and provided the opportunity to engage in all of the learning stations.

**Literacy Learning Station:** Provide copies of Independence Day short stories, poems, or riddles from colonial times.

Independence Day short stories:

<http://www.apples4theteacher.com/holidays/fourth-of-july/short-stories/index.html>

Patriotic poems and rhymes:

<http://www.apples4theteacher.com/holidays/fourth-of-july/kids-poems/index.html>

Nursery rhymes, riddles and tongue twisters:

<http://noahwebsterhouse.org/games.html>

**Math Learning Station:** Play a game involving logical reasoning, such as Nine Men's Morris. Nine Men's Morris was a board game for two players that could be played on a board, a piece of paper, or even drawn in the dirt.

Provide students with rules and objective of the game. Students can create their own game board or use the template provided at <http://www.noahwebsterhouse.org/images/board.gif>. Each player has nine markers. Players may select coins, beans, or whatever they would like for their markers, as long as their markers are different from their opponent's.

**Object of the Game:** The object of the game is to make rows of three markers on a line, and to prevent the other player from doing the same.

The players take turns putting down one marker at a time, always placing them at the point where the lines cross or connect to each other. This means markers can be placed horizontally, vertically, or even diagonally at one of the board's four corners. Three markers in a straight line make a row, and if they are cleverly arranged, one may form a part of two rows.

When all the markers have been placed on the board, the players may begin to move. Players take turns sliding one marker at a time along the lines, from one point to the next. The object is still to make rows by sliding the markers to different points on the board, and blocking the other player. Whenever one player makes a new row of three markers, he or she chooses one of the other player's markers, picks it up off the board, and lays it aside. If a player is reduced to only two markers left, he or she may give up the game as lost since three markers are always necessary to complete a row.

**Science Learning Station:** Many colonies relied on agriculture as a source of food and raw materials. The composition of the soil was very important to agriculture. Perform one of the suggested science experiments in the Harcourt Series or complete the following experiment.

1. Provide students with a plastic bag containing soil commercially prepared or from the ground.

2. Have students pour soil into a clear plastic jar.
3. Add water.
4. Tell students they will shake the container and have students make a prediction about what will happen.
5. Tighten the cap securely and shake.
6. When settled, soil will form layers with denser particles on the bottom.
7. Students will draw what they observed and explain what they think each layer is made from and why.



### Colonial Period Vocabulary Word Awareness Chart

Word awareness charts, also known as self-awareness vocabulary charts, promote students' ability to activate knowledge, construct knowledge, and track knowledge over time, usually a week or a unit. Teachers must pay careful attention to the quantity and quality of words. It is important that the words chosen be closely linked to allow the clustering of words in sentences. For example, **Colonists boycotted** the new **tariffs** on **imports**.

Sample word awareness chart

Words	Day 1	Day 2	Day 3	Day 4	Day 5
colonial	<i>A long time ago</i>				
natural resource	<i>the environment</i>				
mercantilism	<i>I don't know</i>				
export	<i>to sell</i>				
import	<i>From a foreign country</i>				
tariff	<i>I don't know</i>				
protest	<i>be against</i>				
boycott	<i>be against</i>				

## LESSON PLANS

**How did the geography and natural resources of the colonies effect trade and agriculture?**

**Unit of Study:** Colonial and Revolutionary Periods

**Focus Question:** How did trade and agriculture help develop the Thirteen Colonies?

**The Teaching Points:**

- Students will use map skills to identify the location of the original 13 colonies and will identify the major agricultural crops and products for trade of each region.
- Students will use map symbols to create maps of the colonies that show the three colonial regions and the major agricultural crops and products for trade of each region.

**Why/Purpose/Connection:**

This lesson makes the connection between the geography of the thirteen colonies and the development of agriculture and trade in each region.




**Materials/Resources/Readings:**

- Titles from the Trade Book Text Set
  - *Your Travel Guide to Colonial America*
  - *Magic Treehouse Research Guide: American Revolution*
  - *The Slave Trade in Early America*
  - *We the People: The Thirteen Colonies*
  - *Primary Source Readers: Life in the Colonies*
  - *New World, New Neighbors*
- Outline maps of the 13 colonies
  - <http://www.eduplace.com/ss/maps/pdf/colonies.pdf>
  - [www.standards.ed.state.vt.us/lt/hp/whp.nsf/Files/dwright/\\$File/13+colonies+labels.gif](http://www.standards.ed.state.vt.us/lt/hp/whp.nsf/Files/dwright/$File/13+colonies+labels.gif)
  - [http://civics-online.org/library/formatted/images/13\\_colonies.html](http://civics-online.org/library/formatted/images/13_colonies.html)
- Overhead projector or Smart Board (to project shared reading and maps)
- Chart of the New England, Middle and Southern colonies

**Model/Demonstration:**

- Teacher displays a map of the 13 colonies. Teacher facilitates a discussion of the map. Guiding questions include:
  - “What does this map represent?”
  - “Have you visited any of these places?” “What are they like?” (*Sample answers include: environment, climate, natural resources etc.*)
  - “Imagine the early colonists coming to these places, what do you think they might have used or grown or had available to trade?”
- Teacher explains that the colonies were divided into three geographical regions and that the class will do a shared reading to learn how the regions were different. Teacher displays a chart listing the three regions (New England, Middle and Southern colonies).
- Teacher reads aloud the passage from *New World, New Neighbors*, by Catherine DiMartino, describing the New England colonies.

- Teacher leads the students in identifying the crops grown in the New England colonies such as corn, squash and berries.
- Teacher explains that the growing seasons were short and the soil was rocky, so the New England colonies did not grow cash producing crops. (*Teacher note: define a “cash producing crop” or ask students to think about what a “cash-producing crop” might be*) Instead, they depended on fishing, boat making and trading to make money.
- Teacher guides the discussion and models completing the chart. Students copy it in their notebooks.
- Teacher displays the map again and colors in the New England colonies.
- Based on the information from the chart and read aloud, teacher models how to create a map key showing the agriculture or major products of the region. Symbols such as a ship, tree or a fish can be used on the map key.
- Sample Map Key Symbols:

-  Ship
-  Tree
-  Fish

**Differentiation:**

- Teacher questions target both lower level and higher order thinking skills.
- Students choose titles from the trade book text set and other resources that reflect a variety of reading levels and incorporate visuals.
- Students engage in partner reading.
- Students that need more support can work with the teacher during the independent exploration.

**Guided Practice:**

- Teacher continues read aloud about the middle colonies.
- Students turn to a partner and discuss how they would complete the chart and record it in their notebooks.
- Students share their ideas while the teacher records it on the class chart and students add anything they missed.
- Teacher displays the map and colors the map for the middle colonies and completes the key that shows which symbols represent which agricultural products.

**Independent Exploration/Practice:**

- Teacher distributes copies of passages from the trade books about the Southern colonies. Students work in groups of 2-4 to read their assigned passages and complete the chart in their notebooks.

**Share/Closure:**

- The class regroups and shares their notes. Teacher records the information on the class chart. Teacher displays the map, colors in the southern colonies and completes the key.
- Teacher facilitates a discussion of the relationship between geography and major agricultural products. Guiding questions include:
  - “How did geography and natural resources affect the crops and products of each of the three colonial areas?”
  - “Why was the New York colony important for trade and agriculture?”
  - “How would the geography and resources of a colony affect the settlement of a colony?”




**Assessment:**

- Teacher rotates among the groups during the reading and charting to evaluate student need for additional support, and to evaluate how the groups are managing their time, how well they are working independently and cooperatively.
- Teacher assesses student maps and map keys.

**Next Steps:**

- Teacher shows students primary source documents that further explain agriculture and trade in the thirteen colonies.
- Students study a map of England and three possible ship routes that represent each of the three major colonial areas. Students choose which route they would take and provide three reasons to support their decision in a journal.

## Colonial Resource Chart

Colonial Region	Products	Map Symbol
New England Colonies	Boat making	 Ship
	Lumber	 Tree
	Fishing	 Fish
Middle Colonies		
Southern Colonies		

**How did the trading of raw materials lead to the growth of the colonies?**

**Unit of Study:** Colonial and Revolutionary periods

**Focus Question:** How did trade and agriculture help develop the Thirteen Colonies?

**The Teaching Points:**

- Students will learn how the trade of raw materials led to the economic development of the Thirteen colonies.
- Students will learn how to analyze primary source documents.

**Why/ Purpose/ Connection:**

This lesson focuses on the importance of the trade of raw materials to the economic development of the thirteen colonies.

**Materials/Resources/Reading:**

- Titles from the Trade Book Text Set
  - *The New York Colony*
  - *Life in New Amsterdam*
  - *Life in the Colonies*
  - *Magic Treehouse Research Guide: American Revolution*
  - *Your Travel Guide to Colonial America*
  - *Colonial Life- A True Book*
- Copies of the map of the thirteen colonies from previous lesson (classroom and student copies)
- “Thinking about Images” template
- Image of the Dutch trading with Native Americans  
<http://homepages.rootsweb.ancestry.com/~jackott/DutchTraders.jpg>

**Model/Demonstration:**

- Teacher displays previously completed class colonial resource map or has students refer to their maps.
- Teacher projects Document 1 and distributes individual copies of the “Thinking about Images” template. Students view the image silently and record their observations and questions on the template.
- Teacher facilitates a discussion of the image. Guiding questions include:
  - “Who are the people in the picture?”
  - “What is being exchanged between the two people in the picture?”
  - “What might be the importance of this exchange?”
  - “Based on your colonial resource map, which colony might this picture represent?” “Why?”
  - “What raw material is traded in the picture?”
  - “How would it be used by the colonists?”
  - “To which groups might it be considered valuable and why?”
  - “What might the Native Americans have needed in exchange for the raw material?”
  - “How might the exchange of goods help both the colonists and the Native Americans?”

- Teacher introduces and defines the concept of “raw materials” (*a natural resource or product used in manufacturing*). Teacher discusses examples of raw materials such as wood, cotton, tobacco, wheat and fur and asks students to brainstorm how these materials are used to manufacture other products.
- Teacher asks:
  - “What raw material is shown in this picture?”
  - “What might it be used to manufacture?”
  - “Why would these products be important to colonial life?”
- Teacher charts student responses.
- Teacher explains that students will work in groups of 4 to research other examples of raw materials produced and traded by the colonists. They will make a list of the raw materials and draw conclusions as to how each is used to manufacture other products.

**Differentiation:**

- Teacher questions target both lower level and higher order thinking skills.
- Image analysis supports visual learners.
- Students that need more support work can with the teacher during the independent exploration.

**Independent Exploration/Practice:**

- Students work in their groups to research other examples of raw materials produced by the colonies. They record their findings and draw conclusions as to how the raw materials were used to manufacture other products.

**Share/Closure:**

- Groups share their research.
- Teacher facilitates a discussion of the three way trade between the colonists, Native Americans and Great Britain. Guiding questions include:
  - “Which raw materials produced in the colonies would be considered valuable to Native Americans?” “To Great Britain?”
  - “In what way did trade among the three groups benefit each group?”
  - “What might be some negative results of trade?”
  - “How did the trade of raw materials help the colonies to grow?”

**Assessment:**

- Teacher rotates among the groups during the research and discussion to evaluate student need for additional support, and to evaluate how the groups are managing their time, how well they are working independently and cooperatively.

**Next Steps:**

- Students choose the most valuable raw material and provide three reasons to support their decision.
- Students explain how colonial trade with Great Britain led to the development of New York and Boston as port cities.

**THINKING ABOUT IMAGES TEMPLATE**

Your Name: \_\_\_\_\_

Name of image: \_\_\_\_\_

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author



**Early Dutch Traders among the Mohawk Indians on the Hudson River**  
<http://homepages.rootsweb.ancestry.com/~jackott/DutchTraders>



## How did the colonists meet their wants and needs?

**Unit of Study/Theme:** Colonial and Revolutionary Periods

**Focus Question:** What was life like in colonial New York?

**The Teaching Points:**

- Students will examine how people in colonial times depended on each other and the resources available to them to meet their wants and needs.
- Students will practice research skills using a variety of sources to find the answer to an investigative question.

**Why/Purpose/Connection:**

In the previous lessons, students began to learn about what resources were available to the colonists locally and through trade. This lesson focuses on the concept of dependence and interdependence at the local level.

**Materials/Resources/Readings:**

- Titles from the Trade Book Text Set
  - *If You Lived in Colonial Times*
  - *What People Wore During the American Revolution*
  - *Food in Colonial America*
  - *Work in Colonial America*
  - *Colonial Times from A to Z*
  - *Life in a Colonial Town*
  - *Visiting a Village*
  - *Welcome to Felicity's World*
  - *The Blacksmith*
  - *The Woodworkers*
  - *Colonial Cook*
  - *A Visual Dictionary of a Colonial Community*
  - *A Day in the Life of a Colonial Printer*
  - *Historic Communities: Colonial Home*
- 5 x 7 inch index cards
- Poster Board
- Colored pencils or crayons

**Model/Demonstration:**

- Teacher explains that today students will be thinking about what it was like to live in New York during colonial times.
- Teacher asks students to think of what they and their families need and use in their daily lives. (*Examples include: food, clothing, newspapers, tools*). Teacher asks: "Where does your family go to buy what they need?"
- After students share, the teacher explains that in colonial times there were no supermarkets or department stores or hardware stores or newspaper stands. There were no factories that made these items. Instead, people would either have to make it themselves, or go to the shop of a person who made that item. The people who

manufactured goods were called trades people. Teacher explains that today they will learn about how people in colonial times met their wants and needs.

- Teacher introduces the activity.
  - Students will be divided into four groups: 1 group will focus on food, 1 group on clothing, 1 group on items for travelers, traders, and settlers, and 1 group on other household items.
  - Each child in the group will be given an index card with a number and a question on it. The questions identify a specific need/ task and ask “whose job” it was to meet that need or perform that task. Teacher explains that “whose job” could refer to men, women, boys, girls, or specifically to trades people such as blacksmiths, cobblers or coopers.
  - Students will sit in a circle and take turns reading their question aloud and discussing it with the group.
  - Teacher displays the books that will be available to help students answer the questions. *(Teacher Note: In order to have a set for each group, arrange to share book sets with other teachers on the grade level. If this is not possible, the books should be located centrally.)*
  - Once the group has agreed on an answer, the person whose question it is writes the answer on the card. Once everyone’s question has been answered, students turn the card over and draw a picture that illustrates their answer and labels it.
  - Once everyone’s picture is done, the group will create a display of their learning.

### **Differentiation:**

- Students choose from a variety of titles from the trade book text set and other resources that reflect a variety of reading levels and incorporate visuals.
- To make the lesson easier, put post-its on the pages that answer the questions. To make the lesson more challenging, review how to use the table of contents and index to find the answers to questions.
- Students work together first in groups and later with partners so they can help each other.
- More challenging questions can be given to students who need a challenge.
- The first part of the lesson involves discussion and the next part of the lesson involves drawing, making it accessible to different types of learners.

### **Guided Practice:**

- Students are divided into 4 groups and each student is given one of the following questions. Students work together to find the answers in the trade books. Each student records the answer to his or her question.
  - Clothing:
    1. You need wool to make clothes for winter. Where will you get wool from and whose job is it to get it?
    2. You need to card (comb) the wool before you can make clothes. Whose job is it to card the wool?
    3. You need to spin the wool before you can make clothes. Whose job is it to spin the wool?

4. You need to grow flax to make linen for summer clothes. Whose job is it to grow flax?
5. You need to dye the wool and linen thread before you can make clothes. How do you get the dyes and whose job is it?
6. You need to weave the thread to make fabric before you can make clothes. Whose job is it to weave?
7. You are ready to cut and sew the fabric into clothing. Whose job is it to cut and sew the clothes?
- Food:
  1. You need milk. Where will you get it and whose job is it to get it?
  2. You need to turn the cream into butter. Whose job is it to churn the butter?
  3. You need grain to make flour for bread. Whose job is it to grow the grain?
  4. You need to grind the grain to make flour for bread. Whose job is it to grind the flour?
  5. You want to preserve fruit over the winter so you need to dry it or boil it into jam. Whose job is it to do this?
  6. You want meat to eat. Whose job is it to get it and how will they get it?
  7. You need to roast meat on a spit over an open fire. Whose job was it to turn the spit?
- Items for Travelers, Traders, and Settlers:
  1. You need horseshoes for your horse. Whose job is it to make them?
  2. You need a saddle for your horse. Whose job is it to make it?
  3. You need a wagon or carriage. Whose job is it to make it?
  4. You need wheels for your carriage or wagon. Whose job is it to make it?
  5. You need a ship. Whose job is it to make it?
  6. You decide to settle down in a new place. You need a house. Whose job is it to make it?
  7. You need shingles for your roof. Whose job is it to make it?
- Household Items
  1. You need candles. Whose job is it to make them?
  2. You need candlesticks. Whose job is it to make them?
  3. You need shoes. Whose job is it to make it?
  4. You need cabinets. Whose job is it to make them?
  5. You need barrels to store eggs and liquids. Whose job is it to make the barrels?
  6. You want a newspaper. Whose job is it to make it?
  7. You want to know the news, but you can't read. Whose job is it to provide the news?

**Independent Exploration:**

- Using pictures from the trade books as guides, students draw a picture on the back of the index card of the job they learned about.
- Each group glues its pictures onto a poster board and labels them.

**Share/Closure:**

- Each group presents their poster board to the class.

- Teacher leads students in a discussion comparing daily life in colonial times with life now, with an emphasis on interdependence between people then. Guiding questions could include:
  - Which time period would you rather live in? Why?
  - What advantages do we have now that that they didn't have then?
  - What advantages can you see to the way that people lived then?

**Assessment:**

- Teacher observes students as they work, present, and participate in the final discussion.
- Students complete a written assessment.
  - Imagine you lived in colonial times. List three things you would need and explain how you would get them. Be sure to include who you would need to go to or get help from.

**Next Steps:**

- As a fun follow-up read aloud that traces food from farm to table, read Eric Carle's *Pancakes for Breakfast*.

## What was life like in Colonial New York?

**Unit of Study/Theme:** Colonial and Revolutionary Periods

**Focus Question:** What was life like in colonial New York?

**The Teaching Point:**

- Students will analyze paintings depicting colonial New York to make inferences about what the city/state was like in colonial times and what daily life was like for colonists.

**Why/Purpose/Connection:**

In the last lesson, students learned about occupations and trades in colonial times and how people depended on each other. This lesson focuses on how people lived and worked together in New York.

**Materials/Resources/Readings:**

- *Titles from the Trade Book Text Set:*
  - *The Library of the Thirteen Colonies and the Lost Colony: The Colony of New York*
    - Picture p. 15 – New York farm
  - *New York as a British Colony*
    - Picture p. 16 – New York harbor
  - *The New York Colony*
    - Picture cover – View of the waterfront in 1700's NY
    - Picture p. 12-13 – New York farm
    - Picture p. 15 – Reading room of a New York coffee house
- *Websites:*
  - [www.learningthroughart.org](http://www.learningthroughart.org) (This Guggenheim website explains how to lead students in a discussion of a painting.)
  - [www.granger.com](http://www.granger.com) (for images of New York)
- “Life in Colonial New York” T-chart

**Model/Demonstration:**

- Teacher explains that students will continue to explore what life was like in Colonial New York.
- Teacher displays a 3 column T-chart with the headings “WHO,” “WHAT,” and “WHERE.”
- Teacher explains that s/he is going to read about life in colonial New York. As s/he reads, students should think about people who lived in New York then, what New York was like then (*ex: kinds of buildings*), and places where people lived and worked in New York (*farm, city, etc.*)
- Teacher reads aloud pages 12-23 of *The New York Colony* by Martin Hintz (chapters 3-5). At the end of each chapter, have students contribute ideas to complete the T-chart.
- Teacher asks: “How did the illustrations in the book help you draw conclusions about what life was like in colonial New York?”

- Teacher explains that often historians like to look at paintings *from* the time period because they can reveal a lot about what life was like. (*Teacher Note: Make sure students can distinguish between paintings from the time period versus paintings about the time period. It is also important to tell students that paintings of the time period, as well as other primary sources reflect the values and beliefs of that time period* )
- Teacher points out that there aren't a lot of paintings from the colonial period and asks: "Why do you suppose that there are not a lot of paintings or pictures from colonial times?"

**Differentiation:**

- The T-chart provides a structure for students to categorize their learning.
- The use of art as the learning tool supports visual learners.
- The use of both lower level (observation) and higher order (inference) questions supports all learners.

**Independent Practice/Exploration:**

- Students are divided into small groups and each group is given a color copy of one of the pictures above. (*Teacher Note: More than one group can have the same picture to keep the groups small.*) Each group is also given a piece of chart paper which is divided into a T-chart as in the demonstration ("WHO", "WHAT", "WHERE").
- Student groups look at their picture and work together to complete the chart.

**Share/Closure:**

- The class regroups and the teacher posts all the pictures in a prominent location.
- The teacher displays a new T-chart with the heading "Life in Colonial New York" and the column headings "Observation" and "Hypothesis."
- The teacher facilitates a discussion of what the groups observed in their paintings and what new ideas they have about what life was like in New York. (*Teacher Note: Some students will share literal interpretations of their pictures [ex: men read newspapers], while other students will draw conclusions based on their observations [ex: women weren't allowed into coffeehouses then].*)
- Teacher asks: "What conclusions can we make about life in colonial New York?"

**Assessment:**

- Teachers observe students while they are working and during class discussions.
- Teachers give students a Venn diagram and ask them to identify three ways that life in colonial New York was similar to life in New York today and three ways it was different.

**Life in Colonial New York**

<b>Image</b>	<b>WHO</b>	<b>WHAT</b>	<b>WHERE</b>



## Who were the early leaders in Colonial New York?

**Unit of Study:** Colonial and Revolutionary Period

**Focus Question:** How did Africans, Native Americans, and women contribute to the development of the Thirteen Colonies?

**The Teaching Point:**

- Students will learn about the important accomplishments of Native Americans, Africans, and women living in New York.

**Why/ Purpose/ Connection:**

This lesson introduces students to the early New York colonial leaders who represent three key groups in the colony: Native Americans, Africans and women. The lesson provides students with the opportunity to examine diverse perspectives and to gain an understanding of the role of these underrepresented groups in New York history.

**Materials/Resources/Reading:**

- Titles from the Trade Book Set
  - *Magic Tree House Research Guide-American Revolution*
  - *Colonial Women*
  - *Early Leaders in Colonial New York*
  - *Molly Pitcher*
  - *Life in the Colonies*
  - *African-Americans in the Colonies*
  - *African-Americans in the 13 Colonies*
- Excerpt on Sybil Ludington from *Early Leaders in Colonial New York*, page 21
- Websites
  - [www.facthound.com](http://www.facthound.com)
  - [www.rcbmlinks.com/nysh/nael](http://www.rcbmlinks.com/nysh/nael)
- Sample “Trading Card” for Sybil Ludington
- Microsoft Publisher or index cards, markers and glue

**Model/Demonstration:**

- Project the excerpt on Sybil Ludington on an overhead or SmartBoard and distribute copies to the students.
- Read the excerpt as a shared reading and ask students to identify three facts about Sybil Ludington.
- Students share their facts and teacher charts them.
- Teacher models how to categorize the facts by importance by working with the students to identify the five most important facts about Sybil from the excerpt.
- Teacher models the process of creating a “trading card” or biography card that has an illustration on the front and key biographical facts on the back. (*Teacher Note: If Microsoft Publisher is available, demonstrate how to use the software to create the card. If not, students can download images, draw, or handwrite the information.*)
- Teacher models the process of creating a “trading card” for Sybil Ludington. Possible key biographical facts include:
  - Sybil was 16 years old

- Her family supported the revolution
  - Helped her father warn the Patriots that the British were attacking
  - Rode 40 miles in the dark to help gather the colonial soldiers
  - Saved her town from British attack
- Teacher explains that students will work in groups of 4 to select two early New York leaders from a list of Native Americans, African Americans and women and create a “trading card” for each. Possible leaders include:
  - Native Americans-Chief Joseph Brant, Seneca Chief Red Jacket
  - African Americans-Benjamin Banneker, Samuel Fraunces
  - Women- Mum Bett, Molly Pitcher

**Differentiation:**

- Students choose from a variety of titles from the trade book text set and other resources that reflect a variety of reading levels and incorporate visuals.
- Students work in pairs to provide additional support.
- Students can summarize the key facts and write a mini-biography for the back of the “trading card”.

**Independent Exploration/Practice:**

- Students work in groups to create a trading card for two leaders in early New York. (*Teacher Note: Student pairs may self-select the leaders or the teacher may assign each pair the leaders.*)
- Students conduct research using titles from the trade book text set and/or internet sites. Suggested websites include: [www.facthound.com](http://www.facthound.com)  
[www.rcbmlinks.com/nysh/nael](http://www.rcbmlinks.com/nysh/nael)
- Student pairs create their “trading cards” using Microsoft Publisher or index cards, hard stock paper, markers and glue.

**Share/Closure**

- Students share their trading cards with the class and display them.
- Teacher facilitates “Early New York Leaders Concentration”. Students take turns presenting one fact about an early colonial leader. Members of the class identify the name of the corresponding leader.
- *Option:* Teacher facilitates a discussion of the contributions of Native Americans, African Americans and women to New York and Colonial America. Guiding questions include:
  - “How did the leaders you studied contribute to the growth of New York and the colonies?”
  - “How might it have been more difficult for Native Americans, Africans and women to be leaders in colonial times?”

**Assessment**

- Teacher rotates among the groups during the research and discussion to evaluate student need for additional support, and to evaluate how the groups are managing their time, how well they are working independently and cooperatively.
- Students will evaluate each others’ cards using a student generated rubric.

**Sample “Trading Card”  
Sybil Ludington**

**Front of Card**



**Back of Card**

**Sybil Ludington**

Was 16 years old

Her family supported the revolution

Helped her father warn the Patriots that  
the British were attacking

Rode 40 miles in the dark to help gather  
the colonial soldiers

Saved her town from British attack

## How did early Africans, enslaved and free, contribute to the growth of the Thirteen Colonies?

**Unit of Study:** Colonial and Revolutionary periods

**Focus Question:** How did Africans, Native Americans, and women contribute to the development of the thirteen colonies?

**The Teaching Points:**

- Students will learn about the role of enslaved and free Africans in the development of NY.
- Students will learn how to make inferences from images.

**Why/ Purpose/ Connection:**

- This lesson explores the role of enslaved Africans in the economic development of the colonies. It provides students with the opportunity to compare the portrayal of the life of enslaved Africans in the colonies with the portrayal in earlier texts.

**Materials,/Resources/Reading:**

- Titles from the Trade Book Text Set
  - *Life in the Colonies*
  - *Magic Treehouse Research Guide: American Revolution*
  - *Your Travel Guide to Colonial America*
  - *The Slave Trade in Early America*
  - *African-Americans in the Colonies*
  - *African-Americans in the 13 Colonies*
- Image of “Slave Ship Brooks”  
[http://farm2.static.flickr.com/1045/953032929\\_8eb93f0c3c.jpg?v=0](http://farm2.static.flickr.com/1045/953032929_8eb93f0c3c.jpg?v=0)
- Image of “Slave Auction Poster”  
[http://portal.unesco.org/culture/en/files/19724/10819370143Affiche\\_de\\_vente.jpg/Affiche%2Bde%2Bvente.jpg](http://portal.unesco.org/culture/en/files/19724/10819370143Affiche_de_vente.jpg/Affiche%2Bde%2Bvente.jpg)
- Website:
  - <http://www.wwnorton.com/college/history/ralph/resource/22slaves.htm>

**Model/Demonstration:**

- Teacher projects a schematic of “Slave Ship Brooks” and asks:
  - “What does this image represent?”
  - “What might the vertical black shapes represent?”
- Teacher charts student responses.
- Teacher facilitates a discussion of the image. Guiding questions include:
  - “What do we learn about the treatment of Africans from this image?”
  - “Why were Africans enslaved and brought to the colonies?”
  - “What jobs might enslaved Africans be expected to do?”
  - “Based on your maps of colonial resources, how would enslaved Africans be used in the New England colonies?” “In the Middle colonies?” “In the Southern colonies?” (Teacher Note: Explain that depending upon the geographic location, the jobs may differ. Southern slaves would be used to

*plant and harvest crops. Middle and Northern slaves worked in homes as servants, nannies, cooks, or as trades people, blacksmith, hairdressers, etc.)*

- Teacher explains that students will work in pairs to look at a poster that advertises the sale of enslaved Africans. Students will use the “Looking at Images” template to record their observations. They will then discuss the advertisement. Guiding questions include:
  - “What is the purpose of this poster?”
  - “How are the enslaved Africans depicted on the poster?”
  - “Why would it be important that the men, women and children are healthy?”
  - “Where is the auction taking place?”
  - “Based on what we know about colonial resources, what jobs would enslaved Africans be expected to perform?”

### **Differentiation:**

- Students choose from a variety of titles from the trade book text set and other resources that reflect a variety of reading levels and incorporate visuals.
- The use of images supports visual learners.

### **Independent Exploration/Practice:**

- Provide student pairs with a copy of slave auction poster from the book in the text set *African-Americans in the Thirteen Colonies*, page 8.
- (Teacher Note: The image can be downloaded and copied from [http://portal.unesco.org/culture/en/files/19724/10819370143Afiche\\_de\\_vente.jpg/Afiche%2Bde%2Bvente.jpg](http://portal.unesco.org/culture/en/files/19724/10819370143Afiche_de_vente.jpg/Afiche%2Bde%2Bvente.jpg))
- Students will work in pairs to examine the image and discuss it using the guiding questions.

### **Share/Closure**

- Student pairs share their findings.
- Teacher facilitates a discussion of the role of enslaved Africans in the development of New York. Guiding questions include:
  - “In what ways were enslaved Africans important to the economic development of New York and the other colonies?”
  - “How might the colonies have developed differently if there was no slavery?”
  - “What does the treatment of these enslaved people tell us about the way the colonists felt towards them?”
  - “What struggles might an enslaved African face living in the colonies?”
  - “How might an enslaved Africa react to his or her treatment by the colonists?”

### **Assessment**

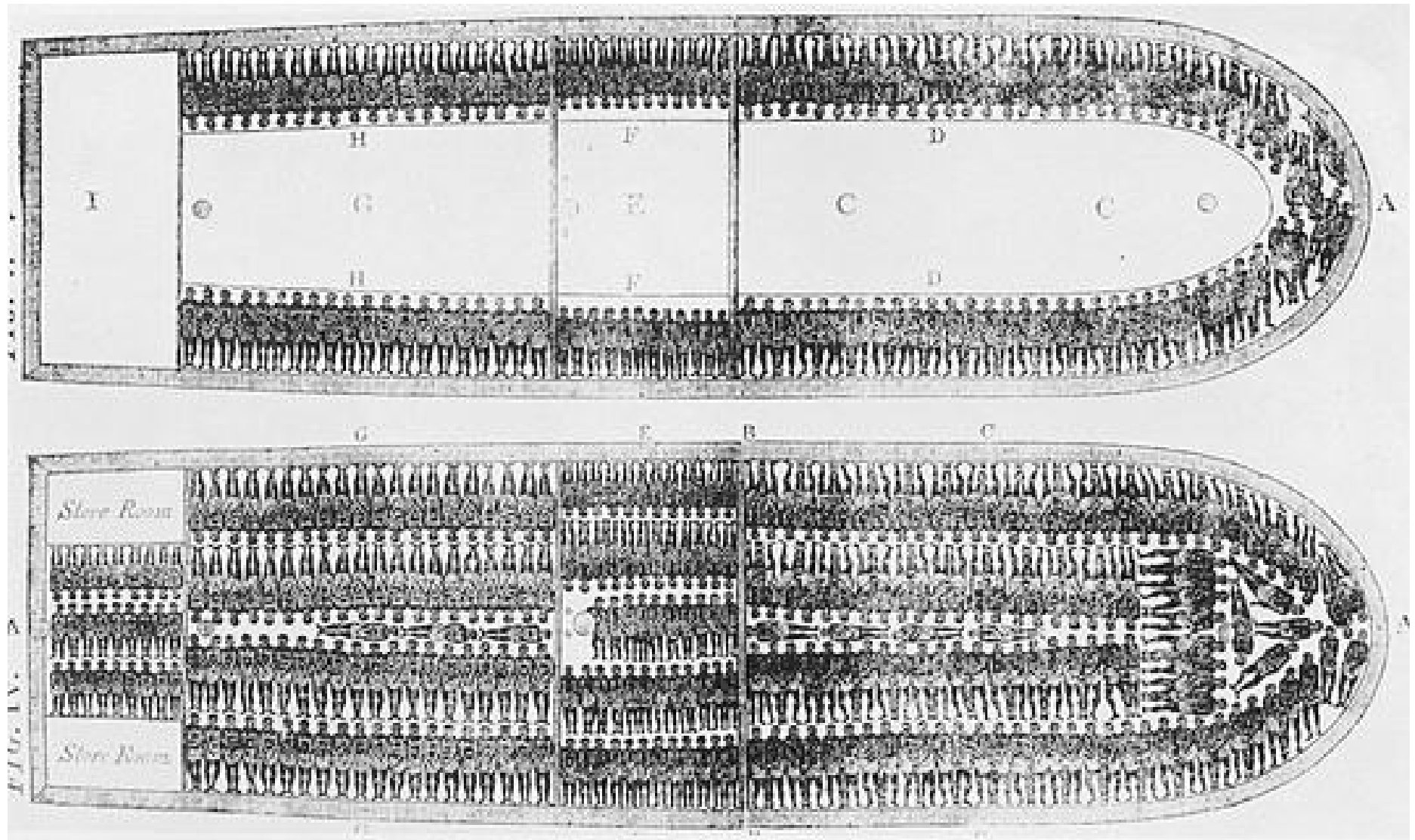
- Teacher rotates among the pairs during the discussion to evaluate student need for additional support, and to evaluate how the pairs are managing their time, how well they are working independently and cooperatively.
- Based on class discussion, teacher evaluates:
  - “Were students able to make appropriate inferences?”
  - “Did students apply prior knowledge to support their findings?”

**Next Steps:**

- Use one of the timelines available in trade books (*The Slave Trade In Early America*, *African Americans in the 13 Colonies*, *African-Americans in the Colonies*) to make inferences as to how slavery was institutionalized..
- Students research the life of Phillis Wheatley, Crispus Attucks, or Olaudah Equiano.
- Students explore the differences between indentured servants and slaves.
- Students examine how Native Americans were captured and used as slaves.
- Students can compare and contrast the lives of enslaved Africans versus the lives of free Africans in New York.

**Slave Ship Brooks**

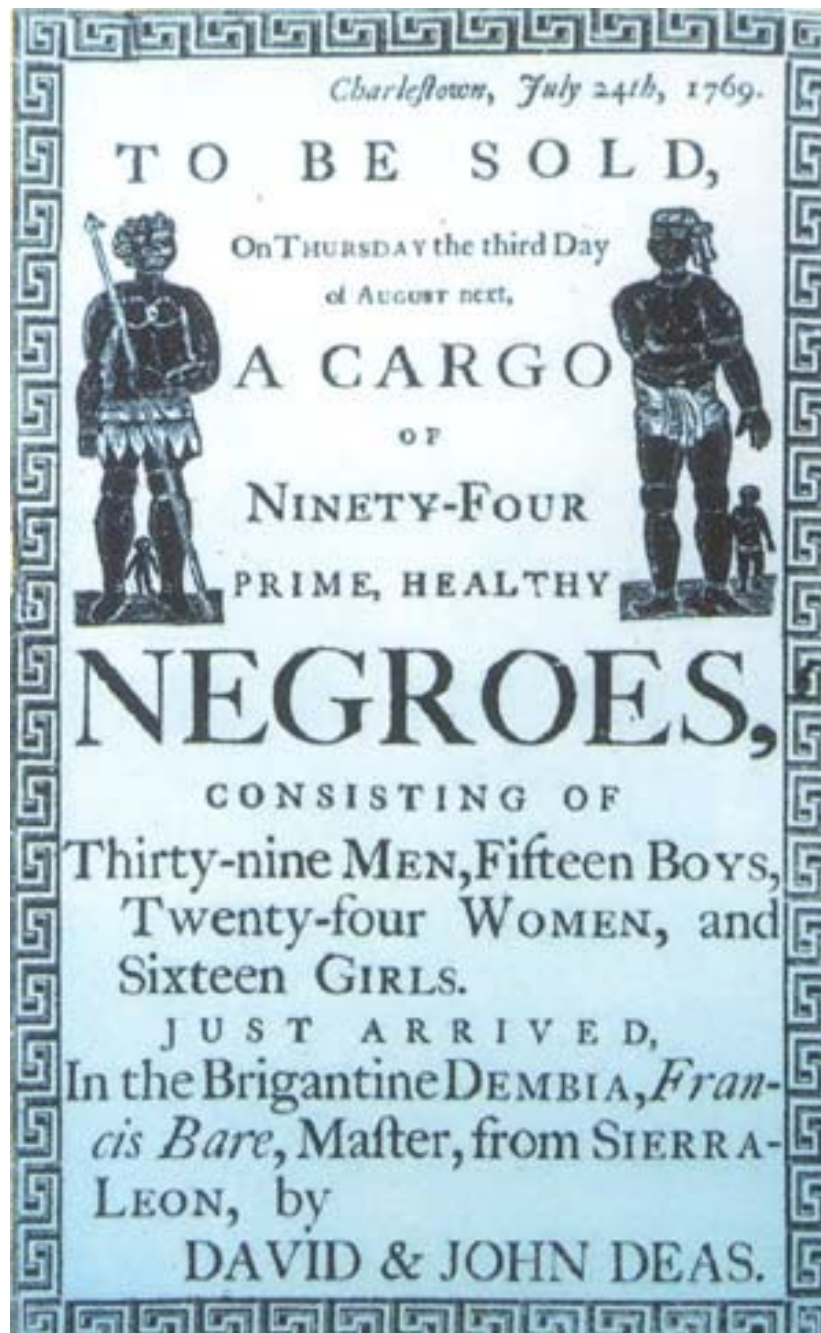
[http://farm2.static.flickr.com/1045/953032929\\_8eb93f0c3c.jpg?v=0](http://farm2.static.flickr.com/1045/953032929_8eb93f0c3c.jpg?v=0)





**Slave Auction Poster**

[http://portal.unesco.org/culture/en/files/19724/10819370143Afiche\\_de\\_vente.jpg/Afiche%2Bde%2Bvente.jpg](http://portal.unesco.org/culture/en/files/19724/10819370143Afiche_de_vente.jpg/Afiche%2Bde%2Bvente.jpg)





## How did the colonies respond to the British revenue acts?

*This lesson covers two days.*

**Unit of Study:** Colonial and Revolutionary Period

**Focus Question:** What role did New York have in the American Revolution?

### The Teaching Point:

- Students will learn the role that New York played in the colonial resistance to British revenue acts.

### Why/ Purpose/ Connection:

This lesson explores the ways in which the colonists responded to the British revenue acts and the role of the New York colony in the resistance.

### Materials/Resources/Reading:

- Titles from the Trade Book Text Set
  - *The Boston Tea Party*
  - *Headlines from History-The Boston Massacre*
  - *We the People-The Thirteen Colonies*
  - *Primary Source Readers-Causes of the Revolution*
  - *Magic Tree House Research Guide- American Revolution*
  - *America in the Time of George Washington*
  - *What Do You Know about the American Revolution?*
  - *A Primary Source History of the Colony of New York*
  - *George vs. George*
- “Colonial Acts of Resistance” chart
- Image of “The Boston Tea Party”  
[http://www.earlyamerica.com/review/2005\\_winter\\_spring/boston\\_tea\\_party.htm](http://www.earlyamerica.com/review/2005_winter_spring/boston_tea_party.htm)
- Letter from Tom Bowline” [www.memory.loc.gov](http://www.memory.loc.gov)
- Notes from “The New York Tea Party”

### Model/Demonstration:

- Teacher asks: “Have you ever wanted to change a rule and your family said no?”
- Teacher asks students to share examples of rules that they want to change. (*Some examples include crossing the street, curfews, allowance, choosing clothing*).
- Teacher facilitates a discussion of the responses. Guiding questions include:
  - “What reasons did you give for your request?”
  - “How did your family respond to your request?”
  - “How might you explain to them that you want to be involved in making family decisions that affect you?”
  - “How might different views of rules lead to conflict?”
- Teacher explains the relationship between Great Britain and the colonies was similar to a family. The British protected the colonies and helped them provide for their wants and needs. The colonies produced raw materials and goods that the British needed. After the French and Indian War, however, the British started to make new rules and enforce old rules.

- Teacher asks:
  - “Why might the colonists be unhappy with these new rules?”
  - “How might not having a representative in British Parliament create conflict?”
  - “What might be some ways that the colonies could show their unhappiness with British policies?”

**Guided Practice:**

- Teacher distributes copies of the “Colonial Acts of Resistance” chart and has students read columns “A” and “B”.
- Teacher facilitates a discussion of the colonial response to the Stamp and Quartering Acts, and models completing column “C”.
- Teacher repeats the process for The Townshend Acts.
- Teacher explains that students will work in pairs to research the colonial response to the Tea Act. They will use the image of the “Boston Tea Party” and the trade books to complete columns “B” and “C” on the “Colonial Acts of Resistance” chart.

**Differentiation:**

- The T-chart provides a structure for students to categorize their learning.
- The use of art as the learning tool supports visual learners.
- Students choose from a variety of titles from the trade book text set and other resources that reflect a variety of reading levels and incorporate visuals.

**Independent Exploration/Practice:**

- Student pairs view and discuss the image using the guiding questions. They conduct research on the colonial response to the Tea Act and record their findings on the “Colonial Acts of Resistance” chart.

**Share/Closure**

- Student pairs share their research on the colonial response to the Tea Act.
- Teacher facilitates a discussion on the colonial response to British revenue acts. Guiding questions include:
  - “What do the acts of resistance tell us about the events that led to conflict between the colonies and Great Britain?”
  - “What is the meaning of the phrase “no taxation without representation?”
  - “Why might some colonists feel that taxation without representation was a reason to go to war with England?”
  - “Why might the British feel they had the right to tax the colonies?”

**Assessment**

- Teacher rotates among the pairs during the research and discussion to evaluate student need for additional support, and to evaluate how the pairs are managing their time, how well they are working independently and cooperatively.
- Teacher assesses completed charts.

**Day 2****Model/Demonstration:**

- Teacher says: “Yesterday we looked at the ways that the colonists expressed their unhappiness with the British laws and taxes. The colonists felt that the laws were unfair because they were not represented in British Parliament. Today we are going to explore how the colonists in New York responded to these laws and taxes.”
- Teacher projects a copy of the “Letter from Tom Bowline” and reads the letter aloud. As the teacher reads aloud, s/he identifies and defines new or difficult vocabulary and pauses at the appropriate points in the letter to facilitate a discussion. Guiding questions include:
  - “What is the importance of the date of this letter?”
  - “What event on the “Colonial Acts of Resistance” chart also happened in this year?”
  - “Who is Tom Bowline writing to?”
  - “What might Tom mean when he says that the arrival of the tea in New York will end the colonists’ liberty?”
  - “What effect will the shipment of tea have on the colonial merchants?”
  - “How might the sailors prevent the tea from reaching the harbor?”
- Teacher explains that students will work in pairs to read a list of events of the New York Tea Party. They will then take the role of a newspaper reporter and write an article that describes the event. They can choose to illustrate the article.

**Differentiation:**

- Students engage in pair reading.
- Students who are visual learners can create illustrations of the event.
- Students can dramatize the event or dictate their newspaper article.

**Independent Exploration/Practice:**

- Students work in pairs to read the list of events of the New York Tea Party. They discuss the events and use them to write a newspaper article about the event.

**Share/Closure:**

- Selected student pairs share their newspaper articles.
- Teacher facilitates a discussion of New York’s role in the colonial resistance to unfair British taxes and laws. Guiding questions include:
  - “Why would the colony of New York protest the tax on tea?”
  - “What other actions could the colonists have taken to protest British taxes?”
  - “What other steps could the British government have taken to answer the colonists’ belief that the taxes were unfair?”
  - “Do you think that the colonists who protested were heroes or criminals?”“Why?”

**Next Steps:**

- Students write a letter to the editor of the “Colonial Times” proposing alternate ways to raise money in the colonies.
- Students select a current economic issue (i.e., gasoline prices), research the issue and propose possible solutions.

### The Colonists Answer Back: Colonial Acts of Resistance

A: What the British Did	B: How the Colonists Responded	C: In the box below write whether you think: 1 – The colonists did the right thing. 2 – The colonists did the wrong thing. 3 – I'm not sure.
<p><b>1765 – British pass the Stamp and Quartering Act</b></p> <p>The Stamp Act make colonists pay a tax any time they buy a newspaper, pamphlet or sign a legal document. The Quartering Act states that the colonists have to put up British soldiers in their homes and feed them too. Any colonist who does not follow these laws is punished.</p>	<p><b>Colonists form “The Sons of Liberty”</b></p> <p>Colonists who belong to the Sons of Liberty start to beat up British tax collectors and then tar and feather them. Colonists in New York refuse to allow British soldiers, who were sent to enforce the new laws, to stay in their homes.</p>	
<p><b>1767 – British Pass Townshend Acts</b></p> <p>These laws force the colonists to pay a tax in tea, paper, glass and paint made in Britain. Colonists who do not follow the law are arrested.</p>	<p><b>Colonists Boycott British Goods</b></p> <p>American colonists refuse to buy anything made in England.</p>	
<p><b>1773 – British Pass the Tea Act</b></p>		

## The Boston Tea Party

[http://www.earlyamerica.com/review/2005\\_winter\\_spring/boston\\_tea\\_party.htm](http://www.earlyamerica.com/review/2005_winter_spring/boston_tea_party.htm)

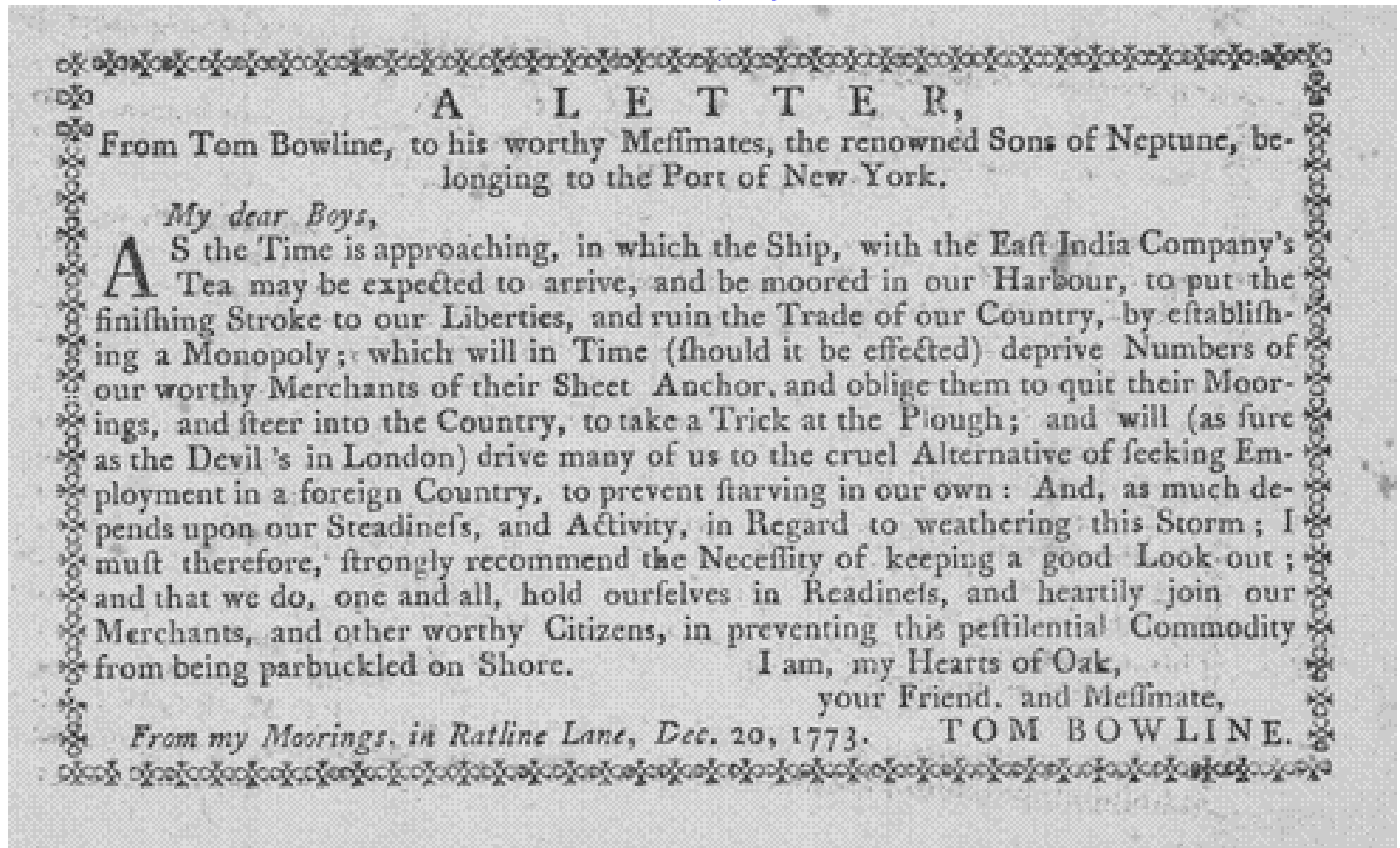


### Guiding Questions:

- “Who might the people in the image be?”
- “Why are they dressed as Native Americans?”
- “What are they throwing into the harbor?”
- “How might this action be considered an act of resistance?”

A letter, from Tom Bowline, to his worthy messmates, the renowned Sons of Neptune, belonging to the Port of New-York, December 1773

[www.memory.loc.gov](http://www.memory.loc.gov)



## Reporter's Notes on the New York Tea Party

4:00 PM: British ship carrying tea arrives in New York harbor

Colonists board ship and ask captain to locate tea

Captain denies tea is on board

Colonists tell captain they will open every package on the ship

Captain tells colonists location of tea on ship

Colonists meet to decide what to do

8:00 PM: Colonists go back on ship, break tea cases, and throw tea in river

No damage done to ship

10:00 PM: Colonists leave ship

Captain escapes

**NEW YORK GAZETTE**  
**APRIL 22, 1774**

*New York Colonists Throw British Tea in River*

*Dressed as Indians, Colonists Protest Tea Act*

**Write your news article in the space below**



## Why did the colonists declare independence from Great Britain?

*This lesson covers two days.*

**Unit of Study/Theme:** Colonial and Revolutionary Period

**Focus Question:** Why did American colonists declare independence from Great Britain?

**The Teaching Points:**

- Students will understand the grievances against Great Britain that resulted in the Declaration of Independence.
- Students will understand the reaction of the New York colony to the Declaration of Independence.

**Why/Purpose/Connection:**

This lesson builds on the lesson on colonial acts of resistance, and supports students in understanding the reasons why the colonists declared independence from Great Britain.

**Materials/Resources/Readings:**

- Titles from Trade Book Text Set
  - *A True Book About The Declaration of Independence*
  - *The Declaration of Independence*
  - *The Declaration of Independence (Historical Document)*
- “List of Complaints against the King of England” adapted from The Declaration of Independence  
<http://www.historyforkids.org/learn/northamerica/after1500/government/declaration.htm>
- Image of “The Destruction of the Statue of King George III in Bowling Green”  
<http://www.loc.gov/exhibits/jefferson/images/vc52.jpg>
- Description of the description of the Statue of King George III in Bowling Green  
[http://www.connecticutsar.org/articles/king\\_georges\\_head.htm](http://www.connecticutsar.org/articles/king_georges_head.htm)
- Website
  - <http://bensguide.gpo.gov/3-5/documents/declaration/index.html>

### Day 1

**Model/Demonstration:**

- Teacher has students conduct a quick write:
  - “What happens when two groups of people disagree?”
  - “How do they settle their disagreements?”
  - “What happens if not all members of the group agree with the solution?”
- Students share their responses and teacher records them on chart paper.
- Teacher says: “We’ve learned that Great Britain taxed the colonies without giving them a voice in the government. Many colonists disagreed with Britain and displayed their disapproval through acts of resistance like the Boston and New York Tea Parties. Other colonists, called the Loyalists, chose to support Great Britain and pay the taxes. Today we are going to learn how a group of colonists, called the

Patriots, decided to settle their differences with Great Britain by ending British rule and becoming an independent nation.”

- Teacher projects a copy of “List of Complaints against the King of England” and reads the first complaint or grievance aloud. Teacher asks students to turn and talk with a partner: “Is this a good reason for revolting against Britain?” “What are the reasons for your answer?”
- Students share their responses and teacher records them on chart paper.
- Teacher repeats the modeling with the second grievance against Great Britain. *(Teacher note: Repeat the turn and talk until students are prepared for independent exploration/practice.)*

**Differentiation:**

- Students use leveled copies of the Declaration of Independence:
  - *The Declaration of Independence (Historical Document)* (Reading Level-Difficult)
  - Websites:
  - <http://bensguide.gpo.gov/3-5/documents/declaration/index.html> (Reading Level-Moderate)
  - <http://www.historyforkids.org/learn/northamerica/after1500/government/declaration.htm> (Reading Level-Easy)

**Independent Exploration/Practice:**

- Students work in groups of 2-4 to read and discuss the list of colonial grievances against the King of England. They decide if each grievance is a reason for declaring independence and record their reasons on the “List of Complaints against the King of England” chart.

**Share/Closure:**

- Student groups share their responses in a round robin format.
- Teacher facilitates a discussion of the colonial decision to declare independence. Guiding questions include:
  - “What do we learn about the colonists’ feeling about the King of England from the list of grievances?”
  - “Which grievance is the strongest reason for declaring independence?”
  - “Why might be the negative effects of declaring independence?”
  - “In what other ways might the colonists have settled their disagreements with Great Britain?”
  - “According to the Declaration of Independence, ‘governments get their powers from the consent of the people they rule’. In what way is this statement justification for the colonists to declare independence?”

**Assessment:**

- Teacher rotates among the groups during the reading and discussion to evaluate student need for additional support, and to evaluate how the groups are managing their time, how well they are working independently and cooperatively.
- Teacher assesses completed charts.

**Day 2****Model/Demonstration:**

- Teacher asks: “How might the colonists have reacted to The Declaration of Independence?” Students share responses and teacher charts them.
- Teacher projects a copy of the image of “The Destruction of the Statue of King George III in Bowling Green”, but does not reveal the title of the painting. Students view the image independently for 2-3 minutes and record their reactions on the “Thinking about Images” template.
- Students share their observations and reactions to the image and teacher charts them.
- Teacher facilitates a discussion of the image. Guiding questions include:
  - “Who are the people in this painting?”
  - “Who might the statue be a representation of?”
  - “What are the people doing?”
  - “Why might they be pulling down the statue?”
  - “Based on the title of the painting, why might the New York colonists want to tear down a statue of King George III?”
- Teacher explains that students will work in pairs to read and discuss a description of the event portrayed in the painting. Each member of the pair will take the role of either a Patriot or a Loyalist and create a skit in which they explain their reasons for supporting the destruction of the statue, or their reasons against the action. One person in the pair assumes the point of view of a Patriot and the other the point of view of a Loyalist. The pair develops a list of reasons for and against the action. They create a skit in which the opposing viewpoints present their reasons. (*Option: Students can write letters in which they take either position.*)

**Differentiation:**

- Students engage in pair reading.
- Teacher provides a vocabulary list of new and challenging words.
- Students can present their point of view in written form.

**Independent Exploration/Practice:**

- Students work in pairs to read and discuss the description of the destruction of the statue of King George III in Bowling Green. One person in the pair assumes the point of view of a Patriot and the other the point of view of a Loyalist. The pair develops a list of reasons for and against the action. They create a skit in which the opposing viewpoints present their reasons.

**Share/Closure:**

- Student pairs present their skits to the class.
- Teacher facilitates a discussion of the New York response to the Declaration of Independence. Guiding questions include:
  - “Which point of view was more convincing?” “Why?”
  - “Were the colonists right to use violence to show their dissatisfaction with British rule?” “Why or why not?”
  - “Why is this event an important one in New York history?”

**Assessment:**

- Teacher rotates among the pairs during the reading and discussion to evaluate student need for additional support, and to evaluate how the pairs are managing their time, how well they are working independently and cooperatively.
- Student skits are assessed using a rubric.

**List of Complaints against the King of England  
from The Declaration of Independence**

<http://www.historyforkids.org/learn/northamerica/after1500/government/declaration.htm>

<b>Complaint</b>	<b>Good Reason</b>	<b>Not a Good Reason</b>	<b>Why?</b>
He won't let us pass laws we need for everybody's good.			
Even when we do pass laws, he won't sign them so they can go into effect.			
He tried to force men to give up their right to make laws.			
He calls men together to make laws in the most inconvenient times and places, so that they won't be able to go discuss the new laws.			
He won't let new settlers come to America, and he won't let the settlers take over new land from the Native Americans.			
He won't let us choose our own judges, and instead he chooses them all himself, so they're all on his side.			
He sends lots of new government officials that we don't want, and he makes us pay for them.			
He sends lots of English soldiers here when there isn't even a war, and makes us let them live in our own houses.			
He tells us these soldiers can do whatever they want and don't have to obey the law.			

He won't let us buy and sell things from wherever we want. We can only buy things from England.			
He makes us pay all kinds of taxes without asking us about it.			
He won't let us have a jury for our trials, only a judge.			
He sends people accused of crimes far away to England for their trials.			
He tries to get people to revolt and tries to get the "Indian Savages" to attack us.			

# Image of the Destruction of the Statue of King George III in Bowling Green

<http://www.loc.gov/exhibits/jefferson/images/vc52.jpg>



## Description of the Destruction of the Statue of King George III in Bowling Green

[http://www.connecticutsar.org/articles/king\\_georges\\_head.htm](http://www.connecticutsar.org/articles/king_georges_head.htm)

Before July 9, 1776 an equestrian statue of King George II stood menacingly on Bowling Green in New York City. On that date Patriots toppled the structure and cut it into pieces, many of which were melted down and cast into bullets for firing against British soldiers. As told in this enlightening story, all known original pieces have surfaced in a variety of locations - and the search for others continues.

In 1766, New York City decided to erect statues of William Pitt and King George III. Both statues were commissioned to Joseph Wilton (1722-1803), a prominent sculptor in London. The King George statue was cast in lead and gilded, shipped to America, and erected at Bowling Green, near the tip of Manhattan on Aug. 21, 1770. This was the birth date of the king's late father, Prince Frederick. The statue was massive estimated at 4,000 pounds. The king was depicted on horseback, in Roman garb, after the style of the equestrian statue of Marcus Aurelius in Rome.

The statue quickly became unpopular with the public, and in 1773 an anti-graffiti law was enacted to discourage vandalism.

After the early battles of the Revolution, the Americans began to covet the 4,000 pounds of lead towering above them. On the night of July 9, 1776 - when the Declaration of Independence was received and read in New York City - the statue met its demise. In a burst of patriotic fervor, a number of soldiers, sailors and citizens decided to act. They threw ropes around it, succeeded in pulling it down, and cut it into pieces of manageable size.

Capt. Oliver Brown of Wellsburg, West Virginia, in a statement made in 1845 said that he was in command of the soldiers and sailors at the destruction of the statue. There were 40 of them. On the first attempt the ropes broke, but on the second they were successful.

A group called the Sons of Liberty also claimed responsibility for the act. George Washington, in his orderly book on July 10th expressed his disapproval of this sort of mob action and his hope that in the future the military would leave this kind of work *"to the proper authorities."*

They kept the head of the king aside, intending to impale it upon a stake, but by the next morning it had been stolen by Tories, who smuggled it to England. It showed up there, a year later, in the home of Lord and Lady Townshend (of the hated Townshend Acts) and was seen there by Thomas Hutchinson, who noted it in his diary. It has not been seen since.



## What role did New York play in the Revolutionary War?

**Unit of Study:** Colonial and Revolutionary Period

**Focus Question:** What role did New York have in the American Revolution?

**The Teaching Points:**

- Students will learn about the key role New York played in the military campaigns of the American Revolution.
- Students will use create an annotated timeline and map.

**Why/ Purpose/ Connection:**

The lesson provides students with the opportunity to examine the connection between New York's strategic geographical location and its key role in the battles of the American Revolution.

**Materials/Resources/Reading:**

- Titles from the Trade Book Set
  - *The Battle of Saratoga* by Don Nardo
  - *The Battle of Saratoga* by Wendy Vierow
  - *George vs. George*
  - *The Revolutionary War*
- Map of New York State (wall map and individual student copies)
- Map of The Thirteen Colonies  
[http://freepages.genealogy.rootsweb.ancestry.com/~jalandne/Maps/13\\_Colonies\\_1775.jpg](http://freepages.genealogy.rootsweb.ancestry.com/~jalandne/Maps/13_Colonies_1775.jpg)
- Copies of "American Revolution Timeline: Key Battles of New York"  
<http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywartimeline.htm>

**Model/Demonstration:**

- Teacher projects a copy of a map of the Thirteen Colonies and asks: "What about the location and geography of New York State would make it important to both the Patriots and the British during the Revolutionary War? (*Answers should include: it is a port, the Hudson River, connections to New England and Middle colonies.*)"
- Students share their responses and teacher charts them.
- Teacher distributes student copies of map of New York State and displays class map of New York State.
- Teacher distributes student copies of the "American Revolution Timeline: Key Battles of New York and discusses the first event: Ethan Allen and the Green Mountain boys seize Fort Ticonderoga (May 10, 1775).
- Teacher projects the description of the event and reads it aloud:
  - Fort Ticonderoga was a New York fort on the western shore of Lake Champlain. It was seized (*taken by military force*) by the British in the French and Indian War. The fort was later captured by the Americans in their first "official" victory of the Revolutionary War. The fort wasn't protected very well but still held a stock of British weapons. Ethan Allen and

the Green Mountain Boys, along with Benedict Arnold, captured the fort on May 10, 1775. The capture stalled a planned British invasion from Canada and also enabled American troops to invade Canada themselves. The British recaptured the fort in 1777 but abandoned it in 1780.

- Teacher models locating Lake Champlain and Fort Ticonderoga on the wall map and indicating its location with a dot.
- Teacher asks:
  - “Why was Fort Ticonderoga important geographically?”
  - “Why would both the British and the Patriots want to capture it?”
- Teacher explains that students will work in their table groups to research two military events on the timeline (*Teacher note: assign the events in advance of the group work.*). They will write a paragraph that describes each event and explains why it was important to the Revolutionary War. The groups will locate each event on their map of New York. Each table will be asked to share their research and conclusions with the class.

**Differentiation:**

- Students choose from a variety of titles from the trade book text set and other resources that reflect a variety of reading levels and incorporate visuals.
- To make the lesson easier, put post-its on the pages that describe the event. To make the lesson more challenging, review how to use the table of contents and index to find the answers to questions.

**Independent Exploration/Practice:**

- Students work in their table groups to research two military events on the timeline. They summarize their research and write a paragraph that describes each event and explains why it was important to the Revolutionary War. The group locates each event on their map of New York and indicates it with a dot.

**Share/Closure:**

- Tables share their summaries of the events and locate the area of each on the class map of New York State. (*Option: Students can attach their descriptions to the location of the event on the map.*)
- Teacher facilitates a discussion of New York State’s strategic role in the American Revolution. Guiding questions include:
  - “What would be the advantage of the British capturing New York?”
  - “How would the capture of New York affect the colonial fight for independence?”
  - “Why would George Washington feel that it was important to keep the British from capturing the port that is now New York City?”
  - “What do the events of the timeline tell us about the strategic importance of New York?”

**Assessment:**

- Teacher rotates among the groups during the reading and discussion to evaluate student need for additional support, and to evaluate how the groups are managing their time, how well they are working independently and cooperatively.
- Timelines are assessed for accuracy..

**American Revolution Timeline: Key Battles of New York**

<http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywartimeline.htm>

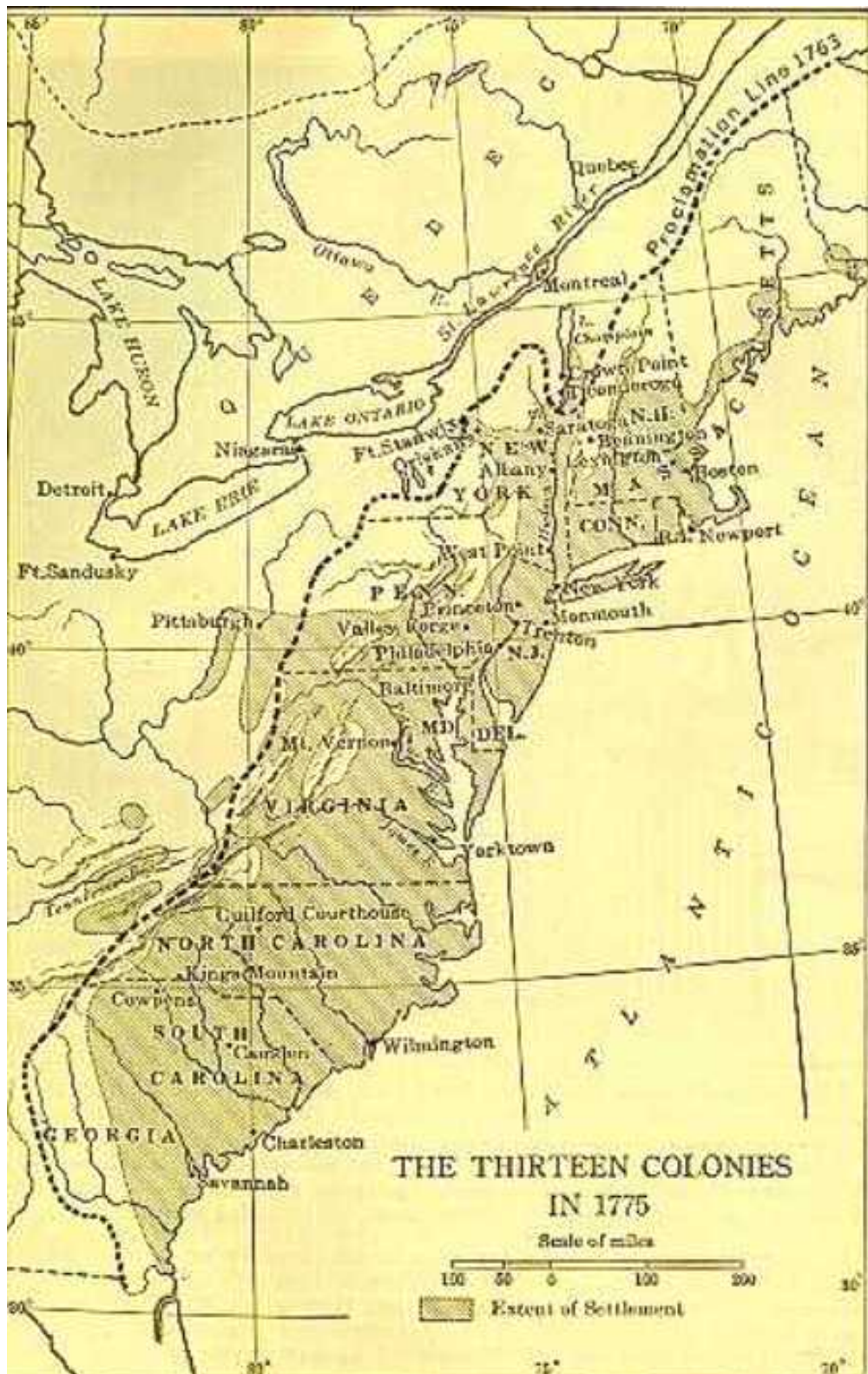
**1775****May 10<sup>th</sup>: Ethan Allen and Green Mountain Boys seize Fort Ticonderoga**

- Fort Ticonderoga was a New York fort on the western shore of Lake Champlain. It was seized (*taken by military force*) by the British in the French and Indian War. The fort was later captured by the Americans in their first "official" victory of the Revolutionary War. The fort wasn't protected very well but still held a stock of British weapons. Ethan Allen and the Green Mountain Boys, along with Benedict Arnold, captured the fort on May 10, 1775. The capture stalled a planned British invasion from Canada and also enabled American troops to invade Canada themselves. The British recaptured the fort in 1777 but abandoned it in 1780.

**1776****Arrival of 30,000 British troops in New York harbor****August 27<sup>th</sup> – 30<sup>th</sup>: British win the Battle of Long Island (Battle of Brooklyn)****September 15<sup>th</sup>: British occupy New York City****September 16<sup>th</sup>: British win the Battle of Harlem Heights****October 11<sup>th</sup>: Benedict Arnold defeated at Lake Champlain****October 28<sup>th</sup>: American retreat at the Battle of White Plains****November 16<sup>th</sup>: British capture Fort Washington, NY and Fort Lee, NJ****1777****September 19<sup>th</sup>: General Burgoyne checked by Americans under Gates at Freeman's Farm, NY****October 7<sup>th</sup>: Burgoyne loses second battle of Freeman's Farm, NY (at Bemis Heights)****October 17<sup>th</sup>: Burgoyne surrenders to American General Gates at Saratoga, NY**

### Map of The Thirteen Colonies

[http://freepages.genealogy.rootsweb.ancestry.com/~jalandne/Maps/13\\_Colonies\\_1775.jpg](http://freepages.genealogy.rootsweb.ancestry.com/~jalandne/Maps/13_Colonies_1775.jpg)





## How did independence change life for the colonists?

*This lesson can be done over two days.*

**Unit of Study/Theme:** Colonial and Revolutionary Periods

**Focus Question:** How did the war change lives in the colonies for everyone?

### The Teaching Points:

- Students will use research skills to investigate if and how life changed for various groups of people after the American Revolution.
- Students will apply their understanding of life after the Revolutionary War and demonstrate the ability to see history from multiple perspectives by writing a journal entry from the point of view of a character of their choice.

### Why/Purpose/Connection:

This lesson examines the transitional period after the American Revolution during which people's lives changed in some ways and not in others. It provides opportunities to consider the founding of the New Nation from multiple perspectives.

### Materials/Resources/Readings:

- Texts from the Trade Book Text Set
  - *African-Americans in the Colonies* (pp. 33-40)
  - *Our Thirteen Colonies: The New York Colony* (p. 23)
  - *The Iroquois* (pp. 32-37)
  - *The Iroquois and Their History* (pp. 30-34)
  - *The Iroquois: The Six Nations Confederacy* (pp. 30-31)
  - *The Iroquois of New York* (pp. 37-38)
  - *13 Colonies: New York* (p. 58 for info on Iroquois)
  - *America in the Time of George Washington* (p. 32-35)
- Websites
  - [www.whitehouse.gov/history/firstladies/aa2.html](http://www.whitehouse.gov/history/firstladies/aa2.html) (for info on Abigail Adams)
  - [http://betsyrosshouse.org/hist\\_woman/](http://betsyrosshouse.org/hist_woman/) (for info on Betsy Ross)
  - [www.time.com/time/2003/franklin/bfwilliam.html](http://www.time.com/time/2003/franklin/bfwilliam.html) (for info on William Franklin, loyalist)
  - [www.pbs.org/wgbh/aia/part2/2p39.html](http://www.pbs.org/wgbh/aia/part2/2p39.html) (for info on Elizabeth Freeman/Mum Bett)
  - [www.socialstudiesforkids.com/articles/ushistory/patrickhenry.htm](http://www.socialstudiesforkids.com/articles/ushistory/patrickhenry.htm) (for info on Patrick Henry)
  - [www.libertyskids.com/arch\\_who.html](http://www.libertyskids.com/arch_who.html) (for info on many figures of the revolution)
  - [http://research.history.org/Historical\\_Research.Themes/ThemeRevolution/CommonMan.cfm](http://research.history.org/Historical_Research.Themes/ThemeRevolution/CommonMan.cfm) (for info for teacher on “common man”)
- “Life after the American Revolution” Chart
- Note taking worksheet.

**Day 1:****Model/Demonstration:**

- Teacher asks: “Now that the colonies have won their independence, what challenges do they face as a new nation?” Students brainstorm the challenges and teacher charts responses.
- Teacher asks: “For which groups of people in the newly independent colonies might life be different?” “In what ways would their lives be different?” Teacher facilitates a brainstorm about *what* might have changed or not changed for people after independence and *whose* lives might have changed or not changed. (*Teacher Note: Some conjectures or misconceptions may come up (e.g. “Everyone could vote”) that should be turned into questions (“Could everyone vote?”).* Students brainstorm and teacher chart responses.
- *Optional opening:* Teacher provides a brief overview of the challenges faced by the newly independent colonies. Teacher says: “The colonies are free but have to pay for the war and govern themselves. George Washington is the President and depends on many of the people who helped with the Declaration of Independence and the Constitution to help him run the new country. France, who helped the colonies fight Great Britain, wants the new nation to help them win their war, but President Washington wants to remain neutral. The colonists agree to pay back debts and give the Loyalists the land they lost during the war. Africans were still enslaved. Women had very few rights. Native Americans, such as the Iroquois, lost a lot of land. Many farmers and craftsmen were in debt”.
- Teacher introduces the T-chart and reviews the different groups of people who made up the 13 colonies. Teacher asks: “Now that the colonies have won independence from Great Britain, how might life be different for government leaders?”
- Teacher models recording student ideas and questions about government leaders on the “Life after the American Revolution” chart.
- Teacher explains that students will work in groups of 3 or 4 to choose one group of people who lived in the time after the American Revolution and research how life may or may not have changed for them. They will record their research on the “Life after the American Revolution” chart. They will select from the following groups: (depending on resources available):
  - Government Leaders
  - Women (ex: Abigail Adams)
  - African-Americans (ex: Elizabeth Freeman/Mum Bett)
  - Native Americans (ex. Joseph Brant)
  - Farmers
  - Merchants/Craftsmen
  - Loyalists/Patriots
- Teacher shows students the books and packets that they are going to use for their research and the worksheet that they will use to take notes.

**Differentiation:**

- Students choose from a variety of titles from the trade book text set and other resources that reflect a variety of reading levels and incorporate visuals.
- Students can be grouped so that at least one person in each group can handle the reading.

- The research guide is structured to scaffold students with both the reading and note-taking.

**Independent Practice/Exploration:**

- Students are divided into groups of 3-4 depending on number of students in the class and resources available. Each group is given a research guide with the following outline:
  - “Who are you researching?”
  - “How did their lives change after the war?”
  - “How did their lives stay the same?”
  - “Were their lives better, worse, or the same?” “Why?”
  - “What additional questions do you have?”
- Students work in their groups to select a group to research. (*Teacher note: Groups may be assigned a colonial group to research*). They record their information on the research guide.

**Share/Closure:**

- Student groups take turns sharing their research and their questions. Teacher charts the student questions.
- Teacher leads a discussion about the impact of independence on the lives of the colonists. Students take turns sharing their questions and they discuss possible answers.
- Teacher asks:
  - “Which groups of people benefited from independence?”
  - “Which groups of people did not benefit from independence?”
  - “Why do you think that some groups of colonists benefited from independence while others did not?”
  - “How might you feel as a colonist whose life was better as a result of becoming independent?”
  - “How might you feel as a colonist whose life remained the same, or was made worse as a result of independence?”

**Assessment:**

- Teacher rotates among the groups during the discussion to evaluate student need for additional support, and to evaluate how the groups are managing their time, how well they are working independently and cooperatively.

**Day 2:****Model/Demonstration:**

- Teacher refers to the chart that the class created during the last lesson to remind students of what they had learned in the previous lesson about how life was different for different people after the Revolutionary War.
- Teacher explains that now students will select one of the people that they researched and write a journal entry that describes what their life is like after independence. Students can select a specific person such as Abigail Adams, Elizabeth Freeman, or Joseph Brant or they can create their own character.

- Teacher reviews the types of information that should be included in the journal entry.
  - Who are you?
  - What do you do? (Specific job, whether paid or slave labor, or position in society, e.g. wife of someone in government).
  - When were you alive?
  - Where you are living?
  - Why and how life is different for you (or the same) as it was before the war. (This must include at least 3 specific details.)
- Teacher models for students choosing a character and writing a journal entry.

**Differentiation:**

- Since this is an independent project, students can each write at their own level and expectations can be individualized.
- Students who are struggling can group themselves according to character and plan their writing together.

**Guided Practice:**

- Students first turn to a partner and discuss the answers they will give to the outline questions.
- Students who cannot answer the outline questions verbally should stay at the meeting area to work together with the teacher to find their answers.

**Independent Exploration:**

- Students work independently to write their journal entries according to the outline. Books and articles should be available to students as a resource for adding detail.

**Share/Closure:**

- The class regroups and the teacher selects students to share their writing.

**Assessment:**

- This exercise serves as an embedded assessment of students' understanding of how the American Revolution affected people differently and their ability to see history from multiple perspectives.
- An additional assessment could be given to students which ask them to describe one group of people whose lives changed for the better after the Revolution and one group of people whose lives did not change or changed for the worse.



Life after the American Revolution T-Chart

Group	Change	No Change	Questions
<b>Government leaders</b> <b>Examples:</b> <ul style="list-style-type: none"> <li>George Washington, Thomas Jefferson, or John Adams</li> </ul>	They suffered financial losses.	They continued to work as political leaders and helped develop our government.	<ul style="list-style-type: none"> <li>Were they satisfied with the reality the new form of government or democracy?</li> <li>What were the challenges?</li> </ul>
<b>Women</b> <b>Examples:</b>			
<b>African American</b> <b>Examples:</b>			
<b>Native Americans</b> <b>Examples:</b>			
<b>Farmers</b> <b>Examples:</b>			
<b>Merchants/Craftsman</b> <b>Examples:</b>			
<b>Loyalist</b> <b>Examples:</b>			
<b>Patriots</b> <b>Examples:</b>			

## Research Guide

**“Who are you researching?”**

**“How did their lives change after the war?”**

**“How did their lives stay the same?”**

**“Were their lives better, worse, or the same?” “Why?”**

**“What additional questions do you have?”**

## How did life change in New York after the American Revolution?

*Note: This lesson can be used as a stand-alone lesson or as a pre-visit lesson for a museum.*

**Unit of Study/Theme:** Colonial and Revolutionary Periods

**Focus Question:** How did the war change lives in the colonies for everyone?

**The Teaching Point:**

- Students will analyze paintings depicting New York in the early 1800's to make inferences about ways the city had changed after the Revolution and ways that it had stayed the same.

**Why/Purpose/Connection:**

- In the last lesson, students learned about how life changed or did not change for various people throughout the colonies. This lesson focuses on life in New York City and draws on their previous experience interpreting paintings.

**Materials/Resources/Readings:**

- Titles from the Trade Book Text Set
  - *New York's Land and Resources: Shaping the Growth of New York*
    - Picture p. 14 – Street scene in New York City 1819.
- Brooklyn Museum of Art. [www.brooklynmuseum.org](http://www.brooklynmuseum.org)
  - Painting: Francis Guy, "Scene in Brooklyn."
- Museum of the City of New York. [www.mcny.org](http://www.mcny.org)
  - Painting: "The Corner of Warrant and Greenwich. Designed in 1809. During the Snow."
- New York Historical Society. [www.mcny.org](http://www.mcny.org)
  - Numerous images and objects from both periods
- Overhead projector, smart board, or laptop with projector.
- [www.learningthroughart.org](http://www.learningthroughart.org) (This Guggenheim website explains how to lead students in a discussion of a painting.)
- "Life in New York After the Revolution" graphic organizer
- "Museum Visit Booklet"
  - Fold a piece of paper in half to make a book.
  - On the cover have a T-chart with the headings "Observation" and "Hypothesis."
  - On pages 2 and 3, create a box for sketching the images and smaller T-charts to write observations and hypotheses.
  - On the last page have a space to write conclusions about ways life did or did not change in New York after the Revolution.
- Class set of clipboards for museum visit.

**Model/Demonstration:**

- Teacher displays the paintings and charts from the "Life in Colonial New York" lesson and asks: "What did we learn about life in colonial New York from the paintings we looked at?" Teacher charts student responses.

- Teacher explains that the class will view paintings of New York after the Revolution to look for the ways in which life was similar and ways in which it changed. This time they will go to a museum to see a painting of early New York firsthand, but first they will practice doing in class what they will do at the museum.
- Teacher displays a T-chart with the heading “Life in New York after the Revolution” and the column headings “Observation” and “Hypothesis.” Teacher reviews how in the lesson on Life in Colonial New York, the students first noted their observations of the paintings and then as a class came to conclusions about what they observed.
- Teacher projects a copy of “Street Scene in New York City 1819” on page 14 of *New York’s Land and Resources: Shaping the Growth of New York*. (Option: Teacher can select another image from the resource list, or one of their choosing).
- Teacher asks students to view the painting and describe what they see (including who, what, and where). Students turn and talk with a partner and then share their observations with the class. Teacher records their observations on the chart.
- Teacher asks:
  - “What conclusions can we make about life in New York after the Revolutionary War based on our observations of this image?”
  - “What is the same?”
  - “What and changed and why?”

**Differentiation:**

- By using art as the learning tool, this lesson is accessible to all students, and is preferential to visual learners.
- By asking both lower level (observation) and higher order (inference) questions, the discussion is appropriate for all learners.

**Guided Practice:**

- At one of the museums above, have the class view a painting of early New York. Repeat the observation process modeled in class. First have students just observe and identify things they see in the painting. Then have students share their hypotheses about life in New York after the Revolution based on the painting, emphasizing what seemed to have changed and what had stayed the same.
- After the discussion, have students complete the first page of their trip sheets. They should record at least three observations and three hypotheses.

**Independent Practice/Exploration:**

- Students work in pairs and choose two other paintings or objects that reveal something about early New York – preferably one from colonial times and one from post-colonial times.
- Using their museum visit booklet, student pairs sketch the objects or paintings, record their observations, and draw conclusions about life in colonial New York during that time period (pre or post-Revolutionary War).

- Student pairs discuss their observations record one way that life seemed to have stayed the same in New York after the Revolution and one way that life seemed to have changed.

**Share/Closure:**

- In the classroom, teacher draws a Venn diagram that compares life in colonial and post-colonial New York.
- Student pairs share their observations of the images/ objects that they chose to study. Teacher records their observations on the Venn diagram. *(Teacher note: If possible, take photographs on the trip of the objects and paintings and turn these into a slide show. During the slide show, have students who focused on the object or painting they observed).*
- Teacher facilitates a discussion of the comparison of life in New York before and after the American Revolution. Guiding questions include:
  - “What conclusions did you make about life in New York after the American Revolution?”
  - “How does the image and/ object you observed support your conclusions?”
  - “How do images and objects help us understand how people lived during a specific time in history?”

**Assessment:**

- Teachers observe students while they are working and during class discussions.
- The trip sheet serves as an embedded assessment of students’ ability to analyze art and artifacts for their historical significance.

**Next Steps:**

- Students complete the following written assessment: Do you think life in New York after the Revolution was more similar to or different from life in Colonial New York? Use specific details from the paintings and objects you have studied to support your answer.

**Life in New York after the Revolution**

<b>Image</b>	<b>Observations</b>	<b>Hypothesis</b>

## Invisible Ink

**Unit of Study:** Colonial and Revolutionary Periods

**Focus Question:** How did the war change lives in the colonies for everyone?

**The Teaching Points:**

- Students will learn how invisible ink was one method for hiding and transmitting information safely during the American Revolution.
- Students will observe chemical reactions, compare/contrast chemical reactions, decipher codes, and draw conclusions

**Why/Purpose/Connection:**

During the Revolutionary War, spies for both England and America obtained and transmitted information about troop movement, supplies, fortifications, and political maneuvers. Invisible ink and secret codes were methods used to transmit the information.

**Materials/Resources/Readings:**

- Titles from the Trade Book Text Set
  - *Scarlett Stockings Spy*
- Lemon juice, small glass, white card stock paper, electric iron, baking soda, water, Q-tips, grape juice, paint brushes or sponges, copy of CUPID Code.
- “Benjamin Franklin, World of Influence” handout:  
[http://www.pbs.org/benfranklin/l3\\_world\\_spies.html](http://www.pbs.org/benfranklin/l3_world_spies.html)
- Advance Preparation:
  - Put paper (2 pieces per student), 2 cups, lemon juice, baking soda & water solution, and Q-tips on a tray and have a tray on each table. Also prepare index cards ahead of time with group numbers written on them in lemon juice invisible ink and have one in front of each student.
  - **Safety Caution:** The iron should be plugged in at a **safe** place in the room for teacher use **only**.

**Model/Demonstration:**

- Introduce the experiment by asking “What are some ways to write secret messages?” Discuss the use of invisible ink and secret codes as an option. Explain to the students that you are about to begin an activity with unknown substances so they must follow appropriate lab procedures (e.g., Don’t taste or touch the liquids). Inform the students that they will work in groups and that the group # is written on the note card in front of them. At this point students will be confused because the card in front of them appears to be blank. Use iron to reveal group numbers. Have students proceed to table with appropriate group number.
- As students sit at their tables within their groups, read “Benjamin Franklin, World of Influence” together. Discuss briefly and explain that we will focus on invisible ink and secret codes as methods of espionage.
- Ask them to use a q-tip and the lemon juice to write down their first name. Tell them that this is what you did earlier to assign group numbers. Allow papers to dry and collect them.

**Student Exploration/Practice:**

- Have students use the baking soda invisible ink and a new piece of paper. This time they should write their last name. Remind them to be careful not to spill any extra water on paper as that could affect the result. Allow time for this to dry. Have students exchange these papers with one another once dry.
- Have students use grape juice mixture to reveal the secret about the revolutionary character.
- Remember, the teacher has everyone's first paper and should reveal them one at a time using the iron to lightly heat the paper. Have students try to read the names and return to the original person.
- Tell students that codes were also used to communicate secretly. Give them a copy of the CUPID code and have them try to decode the message. The teacher may assist if needed.

**Share/Closure:**

- Ask the students what they think about the three different methods. Have a discussion about which methods may be better or worse. Distribute an explanation of why invisible ink works and discuss with the students.  
(<http://home.howstuffworks.com/fun-science-projects-for-kids2.htm>)



## CUPID Code

<http://www.history.org/foundation/journal/summer04/cupidcode.cfm>

The following chart contains the key for the CUPID code. The numbers represent the 26 letters of the alphabet. Each column contains the letters of the alphabet, listed in order beginning with the letters in the key word—in this case, the word "cupid."

To code a message, start with column one and select the row number in which the first letter of the word appears. Move to the second column and select the row number in which the second letter of the word appears, and so on by moving over one column each time. After reaching the last column, continue the process by moving back to the first column. Hyphens are used to separate the letters in a word. For example, the word "history" is coded as 5-14-3-11-11-15-4.

Try your skills with the CUPID code. Decode the following message and then try writing your own.

### Sample Message:

6-11 9-6-17 26-6-24 9-1-24-9 4-25-5-16 4-25-12 4-24-1-15  
19-14-12-16-15-5 16-5-10 13-12-12-6-9 13-6-26-21

## CUPID Code

	C	U	P	I	D
1	D	V	Q	J	E
2	E	W	R	K	F
3	F	X	S	L	G
4	G	Y	T	M	H
5	H	Z	U	N	I
6	I	A	V	O	J
7	J	B	W	P	K
8	K	C	X	Q	L
9	L	D	Y	R	M
10	M	E	Z	S	N
11	N	F	A	T	O
12	O	G	B	U	P
13	P	H	C	V	Q
14	Q	I	D	W	R
15	R	J	E	X	S
16	S	K	F	Y	T
17	T	L	G	Z	U
18	U	M	H	A	V
19	V	N	I	B	W
20	W	O	J	C	X
21	X	P	K	D	Y
22	Y	Q	L	E	Z
23	Z	R	M	F	A
24	A	S	N	G	B
25	B	T	O	H	C
26	C	U	P	I	D

# Colonial and American Revolution Jeopardy

Games are sometimes an entertaining way to practice what you've learned. The Colonial period and the Revolutionary War were times when there were many colorful characters and brutal battles. Your group will create a Jeopardy game that asks questions and provides answers about the periods we have just finished studying.

Your **Jeopardy** game will be presented in a PowerPoint presentation (or as a board game with post-it notes if no computers are available). Be sure to include a variety of easy, medium and difficult answers and questions (remember the answer comes first). The topics could/should include:

- Jobs of the Colonial Period
- Facts about the Declaration of Independence
- Causes and Effects of the American Revolution
- Content vocabulary( Patriot, Loyalist, ally, treaty, indentured servant)
- Contributions of African-Americans, Native Americans, and Women.

Use the website below to access a blank Jeopardy game template and view examples of Jeopardy games for various subjects.

[http://www.hardin.k12.ky.us/res\\_techn/sbjarea/math/JeopardyDirections.htm](http://www.hardin.k12.ky.us/res_techn/sbjarea/math/JeopardyDirections.htm)

Microsoft PowerPoint - [Revolution Jeopardy]

File Edit View Insert Format Tools Slide Show Window Help

Type a question for help

66%

Transition Design New Slide

Clipboard

Paste All Clear All

Click an item to paste:

Clipboard empty.  
Copy or cut to collect items.

To display this task pane again, click Office Clipboard on the Edit menu or press Ctrl+C twice.

Options

Slide Sorter Default Design

start

Windows Liv... 2 Microsoft... 2 Microsoft...

2:46 AM Friday

1 King of England during the Revolutionary War

2 Who is King George III?

3 Future vice president and president who was also a lawyer from Boston.

4

5 Who is John Adams?

6 Former slave who wrote a book of poetry as a teenager

7 Who is Phillis Wheatley?

8

9 Mohawk Chief who led Iroquois warriors in battles against the Colonists

10 Who is Chief Joseph Brant, AKA Thayendanegea?

11

12

## Step-by-step directions to help you create your own Jeopardy game


The hard part has been done for you--you have the easy part! **Before we begin**, you will need to **download** the Blank Jeopardy game from the web site. **Open** it by **clicking** on it. Go to **File, Save As**, Save it to your Desktop or to a flash drive.

1. **Open** PowerPoint and **click** in the radial button, **open an existing presentation**.
2. **Click** on the **down arrow** by "Look in" and **choose flash drive**.
3. **Choose Blank Jeopardy** and **click** on **Open**.
4. Create your categories at the top. You need **5** categories.

5. If you want to **change the color of the font**, **highlight** the category, **click** on the **font color button's down arrow** and **choose** the color of your choice.




6. **Double click** in the **first blank category** and **begin typing** your first category. Continue to do this for all five categories. **Click on File, Save As** to save your work. You will want to give it a name, e.g. American Revolution. This will allow you to keep a "blank jeopardy file", for future games.

7. **Go** to the **lower left hand corner** and **choose the Slide Sorter View**. 

8. **Choose** the **second** slide and **double click** on it.

9. *If you do not have the DRAW toolbar at the bottom of your screen, go to VIEW, Toolbars, and click on Drawing. You should now see the Draw toolbar.*



10. **Click** on the **Text button**.  **Click again** to position the text box on your slide toward the top and in the middle.

11. Begin typing your first answer.

12. **Double Click** on **slide 3**, **repeat step 11** and **type your question**. *Remember the format of Jeopardy. The answer is in the form of a question.*

13. Periodically, **save** your work by clicking on the little diskette in your menu bar.

14. Each slide is in order, within a category, e.g.: First category on the **far left** for 1 point is slide number 2 and 3. First category for 2 points is slide number 4 and 5, etc.

**MOMENT IN TIME ART LESSON  
PICTURING AMERICA RESOURCE**

**Unit of Study:** Colonial and Revolutionary Periods

**Focus Question:** How did the war change lives in the colonies for everyone?

*Students will explore several types of narrative paintings from, or representing, colonial times. They also will read several short texts. The art work and writing demonstrate how both the artist and the writer singled out one moment in time; the artist “freezes time” while the writer selects one moment in a story and writes about it in depth.*

**The Teaching Points:**

- Students will learn that artists and writers make creative choices when they add, subtract and focus in on small details from a larger story.

**Materials/Resources/Readings:**

- Images in the **Picturing America** kit and on view at the Metropolitan Museum of Art
  - *Washington Crossing the Delaware* by Emanuel Leutze
  - *The Midnight Ride of Paul Revere* by Grant Wood
- On view at the National Gallery of Art
  - *Watson and the Shark* by John Singleton Copley
- Selected texts
  - Excerpt from a 4<sup>th</sup> Grade Student’s Memoir
  - Excerpt from “Boy” by Roald Dahl

**Lesson 1**

Shared reading using the following excerpt from a 4<sup>th</sup> grade student’s writing notebook:

I spent all weekend at my cousin Isabela’s house. We went to her room and she said, “Let’s jump on the bed.” I was thinking that it would be a lot of fun to jump on the bed but we might get into trouble if someone came in. But I really wanted to jump on the bed. I kept thinking about it. I kept thinking how we could start with little jumps and then go a little higher and higher. We could pretend that we were in the circus. Then my mind told me to do it. Isabela and I started to jump on the bed. It was so much fun, until we got caught. I was really angry at my mind for making me jump on that bed.

The following questions will enable students to understand that (1) the writer has selected a very brief moment of time to write about and (2) brief as it is, the writing makes a strong impact on the reader:

- How long did the writer spend with her cousin?
- It took us several minutes to read this. How much *real* time has elapsed from the beginning to the end of this writer’s entry?
- If you were going to select one part of this story to paint, what part would you pick?

- What is the pivotal point in the story? (*Then my mind told me to do it.*)

Using the Smartboard® or a large reproduction, with smaller copies for students, examine *Brook Watson and the Shark* by the colonial artist, John Singleton Copley.

Ask students:

- What's going on in this painting? What makes you say that? (*The attachment, with information for the teacher, while it contains the "right answer" should not guide the conversation*)
- Is there more to this story? What might have happened before? What might have happened afterward?

Note that both the 4<sup>th</sup> grade student and the artist have slowed down or stopped time to highlight one moment in a larger story. Students try their hand at writing a small moment.

## Lesson 2

Working in groups of 3 or 4, students examine a narrative painting. They are directed to:

- spend 1-2 minutes quietly observing either:
- *Washington Crossing the Delaware* (a depiction of December, 1776 event) by Emanuel Leutze (1851)

OR

- *The Midnight Ride of Paul Revere* (a depiction of April, 1775 event) by Grant Wood (1931)
- discuss what the painting is about
- fill in the chart (*see resources for full-size chart*)

## Share:

Each group reports back to the whole class. First, all responses to the paintings should be reported. Then all groups should share their responses to the text.

Students are asked to compare the artist's role in representing a moment in time, to the writer's role. Are they the same? What's different?

Work of Art / Artist <b>OR</b> Name of Text / Author	Event Depicted by Artist <b>OR</b> Described by Author	What's the larger story?

**Lesson 3**

Working in groups of 3 or 4, students examine copies of an excerpt of a personal narrative from Roald Dahl's memoir *Boy*. They are directed to:

- spend 3-5 minutes quietly reading
- discuss what the memoir is about
- fill in the chart

**Share:**

Students discuss the effect of learning a part, rather than the whole, of story. Do the artist and writer get their points across? Is their work engaging?

This lesson is used as preparation for the students' own writing. Students will prepare biographical remarks about the colonial women their puppets represent. They will compare the drafts of their writing to what they have discussed about representing a moment in time.

Each student should judge his/her own written work by asking the following questions:

- Am I telling the whole story of this founding mother's life or one moment in time?
- Is the one moment in time very special, dramatic, mysterious, or exciting?
- Will the audience be interested in what I wrote?
- Does the moment I selected reveal something important about the founding mother?



## Resources for Moment in Time Art Lesson

Images referred to in lesson and related websites



John Singleton Copley  
*Watson and the Shark*  
1778  
National Gallery of Art

<http://www.nga.gov/cgi-bin/pimage?46188+0+0>

The following excerpt on the painting may be found at <http://www.nga.gov/cgi-?Object=46188+0+none>

*Watson and the Shark's* exhibition at the Royal Academy in 1778 generated a sensation, partly because such a grisly subject was an absolute novelty. In 1749, fourteen-year-old Brook Watson had been attacked by a shark while swimming in Havana Harbor. Copley's pictorial account of the traumatic ordeal shows nine seamen rushing to help the boy, while the bloody water proves he has just lost his right foot. To lend equal believability to the setting Copley, who had never visited the Caribbean, consulted maps and prints of Cuba.



Emanuel Leutze  
*Washington Crossing the Delaware*  
1851  
(Depiction of an event that occurred on December 25, 1776)

[http://www.metmuseum.org/Works\\_of\\_Art/viewOne.asp?dep=2&viewmode=0&isHighlight=1&item=97.34](http://www.metmuseum.org/Works_of_Art/viewOne.asp?dep=2&viewmode=0&isHighlight=1&item=97.34)



Grant Wood  
*The Midnight Ride of Paul Revere*  
1931  
(Depiction of an event that occurred on April 18, 1775)

[http://www.metmuseum.org/Works\\_of\\_Art/viewOne.asp?dep=21&viewmode=0&isHighlight=1&item=50.117](http://www.metmuseum.org/Works_of_Art/viewOne.asp?dep=21&viewmode=0&isHighlight=1&item=50.117)

**Text referred to in lesson****Excerpt from Roald Dahl's memoir, *Boy***

It was my first term and I was walking home alone across the village green after school when suddenly one of the senior twelve-year old boys came riding full speed down on his bicycle about twenty yards away from me. The road was on a hill and the boy was going down the slope, and as he flashed by he started backpedaling very quickly so that the free-wheeling mechanism of his bike made a loud whirring sound. At the same time, he took his hand off the handlebars and folded them casually across his chest. I stopped dead and stared after him. How wonderful he was! How swift and brave and graceful in his long trousers with bicycle-clips around them and his scarlet cap at a jaunty angle on his head! One day, I told myself, one glorious day I will have a bike like that and I will wear long trousers with bicycle-clips and my school cap will sit jaunty on my head and I will go whizzing down the hill pedaling backwards with no hands on the handlebars!

## What is Static Electricity?

**Unit of Study/Theme:** Colonial and Revolutionary Periods

**Focus Question:** What was life like in colonial New York?

**The Teaching Points:**

- Students will learn how static electricity is created when electrical charges build up on the surface of a material or object.
- Students will explore Benjamin Franklin's scientific contributions.

**Why/Purpose/Connection:**

- In addition to being one of the United States founders, Benjamin Franklin was a scientist who experimented with electricity. This lesson crosses disciplines and introduces students to the concept of static electricity and the significance of Franklin's kite experiment.

**Materials/Resources/Readings:**

- Article on "Ben Franklin's Electricity Experiment"
- Article: "What is Static Electricity?"
- *Materials:* balloons, string, pieces of wool or flannel, ripped up pieces of paper, salt & pepper, combs, masking tape, piece of paper
- *Websites:*
  - <http://www.kidsnewsroom.org/elmer/infoCentral/frameset/inventors/franklin/index.html>
  - [http://www.pbs.org/benfranklin/exp\\_shocking.html](http://www.pbs.org/benfranklin/exp_shocking.html)
- *Advance Preparation:*
  - Blow up balloons in advance (2 per group but keep them on the side until you are ready to use them).
  - Each group needs two balloons, a comb, two 15 inch pieces of string, salt & pepper on a plate, small ripped up pieces of paper, tape, piece of paper, and a piece of flannel or wool.
  - Put all items except the balloons on each table.

**Model/Demonstration:**

- Teacher rubs a balloon against his/her hair or clothing and sticks it to the wall.
- Teacher asks: "Why does the balloon stick to the wall?"
- Students share their responses and teacher elicits the term "static electricity".
- Teacher asks:
  - "What is static electricity?" *An electric discharge resulting from the accumulation of electric charge on an object).*
  - "What are some examples of static electricity?" *(laundry from the dryer; walking across a rug and touching a metal object; hair standing on end when a hat or cap is removed in cold weather)*
- Teacher reads aloud the article on Ben Franklin's kite experiment.

- After the read aloud, teacher explains that in addition to his role as one of the founding fathers, Benjamin Franklin was a scientist who conducted experiments and made contributions to our understanding of electricity.
- Teacher explains that studies will explore static electricity using the items at their table.

**Guided Practice:**

- Teacher has students work in groups to rub a plastic comb with a piece of wool to charge it with static electricity. (*Teacher note: students will have to rub the comb vigorously on its side to get the charge.*)
- Allow groups to see if the comb will pull the salt & pepper, the pieces of paper, or their own hair.
- After ten minutes, teacher facilitates a discussion of the experiment. Guiding questions include:
  - “What did your group observe about the comb?”
  - “Which of the objects on the table were more easily drawn to the comb?”
  - “What conclusions can we draw from this experiment?”

**Independent Exploration/Practice:**

- Have students put all of the materials aside except the piece of string and the tape.
- Distribute 2 balloons to each table. Have students tie a piece of string to the balloon. Then students should hang the balloon from the string on the table with tape. Tape balloons about 1 inch apart from each other. Teacher may want to do model the process.
- Have a student from each group charge ONE of the balloons by rubbing it with the wool. Be sure not to charge the other balloon at this point. Students record their observations. (*Balloons should try to stick together because one has an electrical charge and is attracting the other.*)
- Have a student from the group charge the other balloon the same way. Students record their observations. (*Balloons should float apart from each other now because they have the same charge and therefore repel each other.*)
- Now have students put a piece of paper between the balloons and observe what happens. (*Balloons should cling to paper because they are trying to balance their charges.*) Students record their observations.

**Share/Closure:**

- Student groups share their observations.
- Teacher facilitates a discussion of the static electricity experiment. Guiding questions include:
  - “What happens when two objects have the same electrical charge?”
  - “What happens when two objects have the opposite electrical charge?”
  - “Why did the balloons cling to the paper?”
  - “What conclusions can we draw from the balloon experiment?”
  - “Why was Ben Franklin’s experiment with static electricity important?”

**Assessment:**

- Teacher rotates among the groups during the experiments to evaluate student need for additional support, and to evaluate how the groups are managing their time, how well they are working independently and cooperatively.

## Ben Franklin's Electricity Experiment

<http://sln.fi.edu/franklin/scientst/electric.html>



Have you ever watched lightning during a storm? Have you ever wondered about its power? Have you ever wanted to know more about it? Ben Franklin did. Actually, Ben's interest in electricity was not just limited to lightning. He received an electricity tube from his friend Peter Collinson and began to play around with it, performing experiments. However, it is Ben's interest in lightning that we best remember.

Ben suspected that lightning was an electrical current in nature, and he wanted to see if he was right. One way to test his idea would be to see if the lightning would pass through metal. He decided to use a metal key and looked around for a way to get the key up near the lightning. As you probably already know, he used a child's toy, a kite, to prove that lightning is really a stream of electrified air, known today as plasma. His famous stormy kite flight in June of 1752 led him to develop many of the terms that we still use today when we talk about electricity: battery, conductor, condenser, charge, discharge, uncharged, negative, minus, plus, electric shock, and electrician.

Ben understood that lightning was very powerful, and he also knew that it was dangerous. That's why he also figured out a way to protect people, buildings, and ships from it, the lightning rod.

### What is Static Electricity?

[http://www.sciencemadesimple.com/static.html#static\\_electricity\\_experiment](http://www.sciencemadesimple.com/static.html#static_electricity_experiment)

Everything we see is made up of tiny little parts called atoms. The atoms are made of even smaller parts. These are called protons, electrons and neutrons. They are very different from each other in many ways. One way they are different is their "charge." Protons have a positive (+) charge. Electrons have a negative (-) charge. Neutrons have no charge.

Usually, atoms have the same number of electrons and protons. Then the atom has no charge, it is "neutral." But if you rub things together, electrons can move from one atom to another. Some atoms get extra electrons. They have a negative charge. Other atoms lose electrons. They have a positive charge. When charges are separated like this, it is called static electricity.

If two things have different charges, they attract, or pull towards each other. If two things have the same charge, they repel, or push away from each other.



So, why does your hair stand up after you take your hat off? When you pull your hat off, it rubs against your hair. Electrons move from your hair to the hat. Now each of the hairs has the same positive charge. Things with the same charge repel each other. So the hairs try to move away from each other. The farthest they can get is to stand up and away from all the other hairs.



If you walk across a carpet, electrons move from the rug to you. Now you have extra electrons. Touch a door knob and ZAP! The electrons move from you to the knob. You get a shock.



## Stenciling

<http://www.craftsforkids.com/projects/stenciling.htm>

Visit a Colonial home and you'll notice the use of decorative painting. Wallpaper was very scarce and even paint was not readily available. In fact, the use of certain pigments indicated wealth. Stenciling adorned many surfaces but especially walls and ceilings. This project introduces stenciling on a fun decorative coaster in the traditional Pennsylvania Dutch style.



### Materials:

- Pennsylvania Dutch stencil, or 4" Stencil of your choice
- 1" Stencil brushes for each color
- Glass and Tile Paint Glass and Tile Clear Gloss Glaze
- Glass and Tile Surface Cleaner
- 4 1/4" x 4 1/4" White ceramic tile
- 3/4" Flat paintbrush
- Tacky glue, scissors, masking tape
- 5" x 5" Piece of felt
- Black pen for glass

### Instructions:

1. Clean tiles with surface cleaner then paint an even coat of gloss glaze over the tile.
2. Glue felt to the back of the tile. When dry, trim felt even with edge of tile.
3. Position stencil on the tile and secure with masking tape. Dip stencil brush into paint then rub excess paint onto a paper towel. Using a circular motion, paint over the open areas of the stencil. Use a different brush for each color of paint.
4. Allow paint to dry. Seal tile with clear gloss glaze and let dry. Add writing or outlines with the Black pen.



Optional: Make your own stencil by tracing a design onto clear contact paper. Cut out the areas to be stenciled then stick the contact paper onto the tile. Stencil with the colors of your choice. Carefully remove contact paper when paint has dried.

## Pomander Ball

<http://library.thinkquest.org/J002611F/craft2.htm>

[http://www.mce.k12tn.net/colonial\\_america/activites\\_with\\_puritans.htm](http://www.mce.k12tn.net/colonial_america/activites_with_puritans.htm)

A pomander ball is a colonial air freshener. Pomander balls were often placed in basket or cupboards to hide cooking odors. Colonial women placed small pomander balls in handkerchiefs when they traveled so they could sniff their sweet smell instead of street odors. Most pomander balls were made of an orange, cloves, and spices.

### Materials

Large Apple or Orange

A box of cloves

Cinnamon

Cheesecloth

Ribbon\yarn

### Instructions

Step 1: Use a fork or toothpick to make many little holes in the skin of the fruit.

Step 2: Insert a clove into each of the holes. Do this until the whole fruit is covered with the cloves.

Step 3: Roll the fruit in a dish of cinnamon. Place the fruit in a piece of cheesecloth and tie tight. Allow the fruit to dry in a cool, dark place for two to three weeks until the fruit hardens.

Step 4: Once the fruit is dried, tie a bow of ribbon or yarn around the fruit. Place the dried pomander ball in a closet or drawer.





## Field Trips for Colonial and Revolutionary Periods

### Location

### Exhibits and Programs

#### **African Burial Ground**

290 Broadway, Manhattan

<http://www.africanburialground.gov>

#### **The Bowne House Historical Society**

37-01 Bowne Street, Flushing

<http://www.bownehouse.org/index.htm>

#### **Brooklyn Museum**

200 Eastern Parkway, Brooklyn

<http://www.brooklynmuseum.org>

American Art Collection

Decorative Arts: Period Rooms

Luce Center for American Art

From Colony to Nation Exhibit

#### **Flushing Quaker Meeting House**

137-16 Flushing Blvd, Queens

<http://www.nyym.org/flushing/hmh.html>

#### **Fraunces Tavern Museum**

54 Pearl Street, Manhattan

<http://www.frauncestavernmuseum.org/>

Heroes

George Washington Portrait Gallery

The Long Room

The Clinton Room

Sons of the Revolution

#### **Historic Richmond Town**

441 Clarke Avenue, Staten Island

<http://www.historicrichmondtown.org>

African American History Tour

Cooking Up the Past

My Own Quilt

Fiber to Cloth

#### **Metropolitan Museum of Art**

1000 Fifth Avenue at 82<sup>nd</sup> Street, Manhattan

<http://www.metmuseum.org/>

The American Wing

The Henry R. Luce Center for the Study of American Art

#### **Morris-Jumel Mansion**

65 Jumel Terrace, Manhattan

<http://www.morrisjumel.org/>

A Country House in Manhattan

#### **Museum of the City of New York**

1220 Fifth Avenue, Manhattan

<http://www.mcny.org>

New York Interiors

Decorative Arts Collection

New York City Toy Collection

New York Fashion, Costumes and Textiles

**National Society of Colonial Dames in the State of New York**

246 West Broadway, Bronx

<http://www.nscolondamesny.com/>**New York Historical Society**

170 Central Park West, Manhattan

<https://www.nyhistory.org/web/>**Old Stone House**5<sup>th</sup> Avenue, Brooklyn<http://www.theoldstonehouse.org/>**St. Paul's Church**

897 S Columbus Ave., Mount Vernon

<http://www.nps.gov/sapa/>**South Street Seaport Museum**

12 Fulton St, Manhattan

<http://www.southstreetseaportmuseum.org>**Van Cortlandt House Museum**

Van Cortlandt Park

Broadway at West 246th Street, Bronx

<http://www.vancortlandthouse.org>**Wyckoff Farmhouse Museum**

5816 Clarendon Road, Brooklyn

<http://wyckoffassociation.org>**Colonial Life**

The Henry Luce III Center for the Study of American Culture

Decorative Arts

Objects Tell Stories Program

Life in New Amsterdam Program

American Revolution in New York Program

The First Battle for American Freedom

Searching for Freedom: African Americans in the American Revolution

From Many One: Colonial and Revolutionary Currency

From Many One: Colonial and Revolutionary Flags

New Amsterdam Walking tour

The Compleat Soldier

Life at Little Yonkers

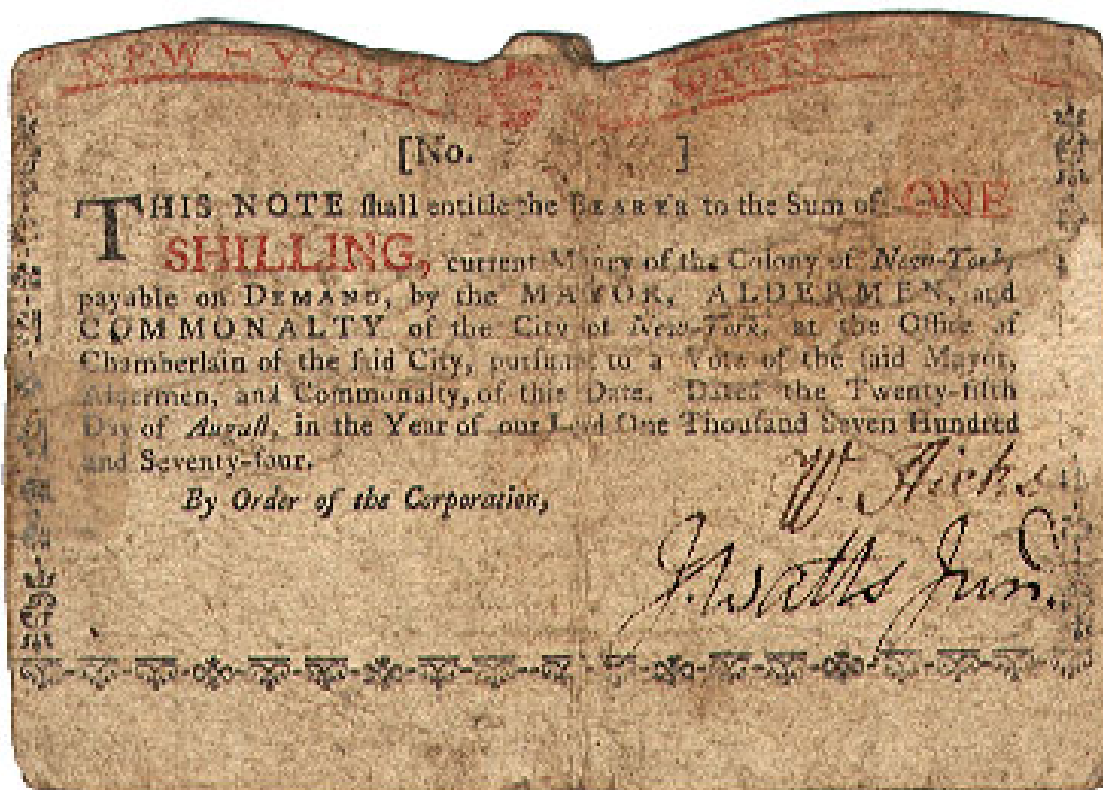
A Dutch Colonial Farmhouse in Brooklyn?

Slavery to Indenture Servant to Freedom

An Immigrant Story: Who is Pieter Claesen?

## V.

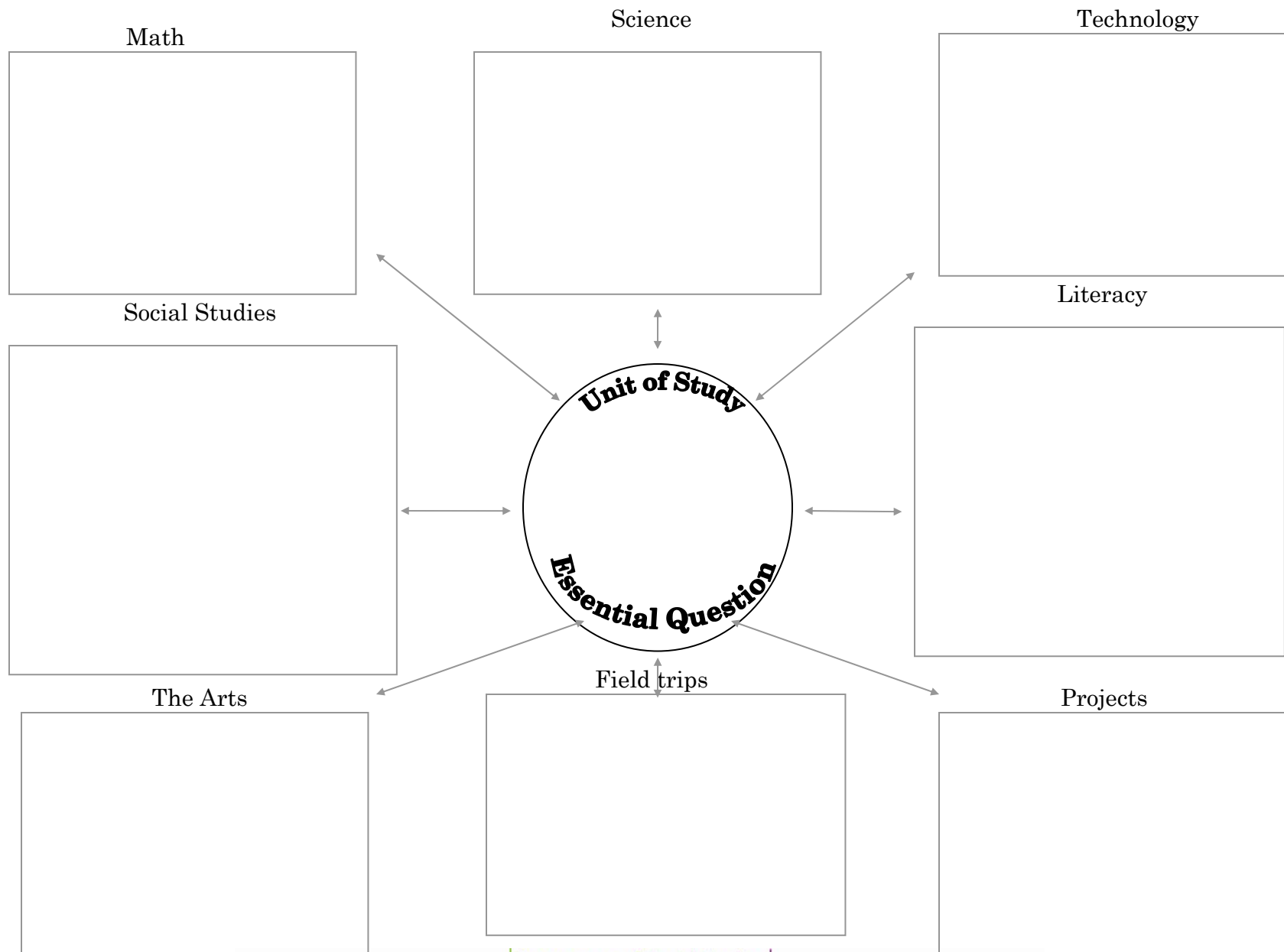
## Additional Resources



New York One Shilling Note, 1774



## BRAINSTORM WEB TEMPLATE



**ESSENTIAL QUESTION**

--

Content/Academic Vocabulary (sample)

--

Focus Questions



--

**Student Outcomes**

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process and Skills

--

**INTERDISCIPLINARY PLANNING TEMPLATE**

Focus Question					
Social Studies					
Reading connected to the Social Studies curriculum					
Writing Connected to the Social Studies Curriculum					
Math					
Technology					
Arts					
Science					

**LESSON PLAN STRUCTURE****Unit of Study/Theme** \_\_\_\_\_**Date** \_\_\_\_\_**The Teaching Point:** What concept/skill/strategy will you be teaching today?**Why/Purpose/Connection:** How does this relate to earlier learning? What is the purpose for learning this?**Materials/Resources/Readings:** What will you use to teach the concept/skill/strategy?**Model/Demonstration:** The active teaching part. What will you do? Read aloud? Short shared text? Process demonstration? Think aloud?**Differentiation:** How will you address student learning styles?**Guided Practice:** This is when students practice the new learning with teacher guidance.**Independent Exploration:** This is an opportunity for students to practice and apply the new learning independently.**Share/Closure:** Selected students share with purpose of explaining, demonstrating their understanding and application of teaching point.**Assessment:** How will you assess student learning? How does student response to this lesson/activity inform future instruction?**Next Steps:** How will you follow up and connect today's learning to future learning? How might this lead to further student investigation?**Other Notes/Comments:**



**TEXT SELECTION PLANNER****Text Title:** \_\_\_\_\_ **Author:** \_\_\_\_\_**Text Genre:** \_\_\_\_\_

Choose a text. Read text carefully and decide how the text can best be used with your students. [please circle your choice(s)]:

Read Aloud

Shared Reading

Independent Reading

Paired Reading

Small Group Reading

**Student Outcomes:** Decide what you want the students to know or be able to do as a result of interacting with this text.

- 
- 
- 

**Social Studies Outcomes:** What are the specific Social Studies outcomes to be connected with this text?

- 
- 
- 

**ELA Outcomes:** What are the specific ELA outcomes (e.g., main idea, cause/effect, visualizing)?

- 
- 
- 

**What will students do to interpret this text (read and discuss, high-light, take notes, complete graphic organizer, etc.)?**

-

**THINKING ABOUT TEXT TEMPLATE**

Your Name: \_\_\_\_\_

Name of text: \_\_\_\_\_

Read the text carefully and fill in the chart below.

What I Read	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author.

**THINKING ABOUT IMAGES TEMPLATE**

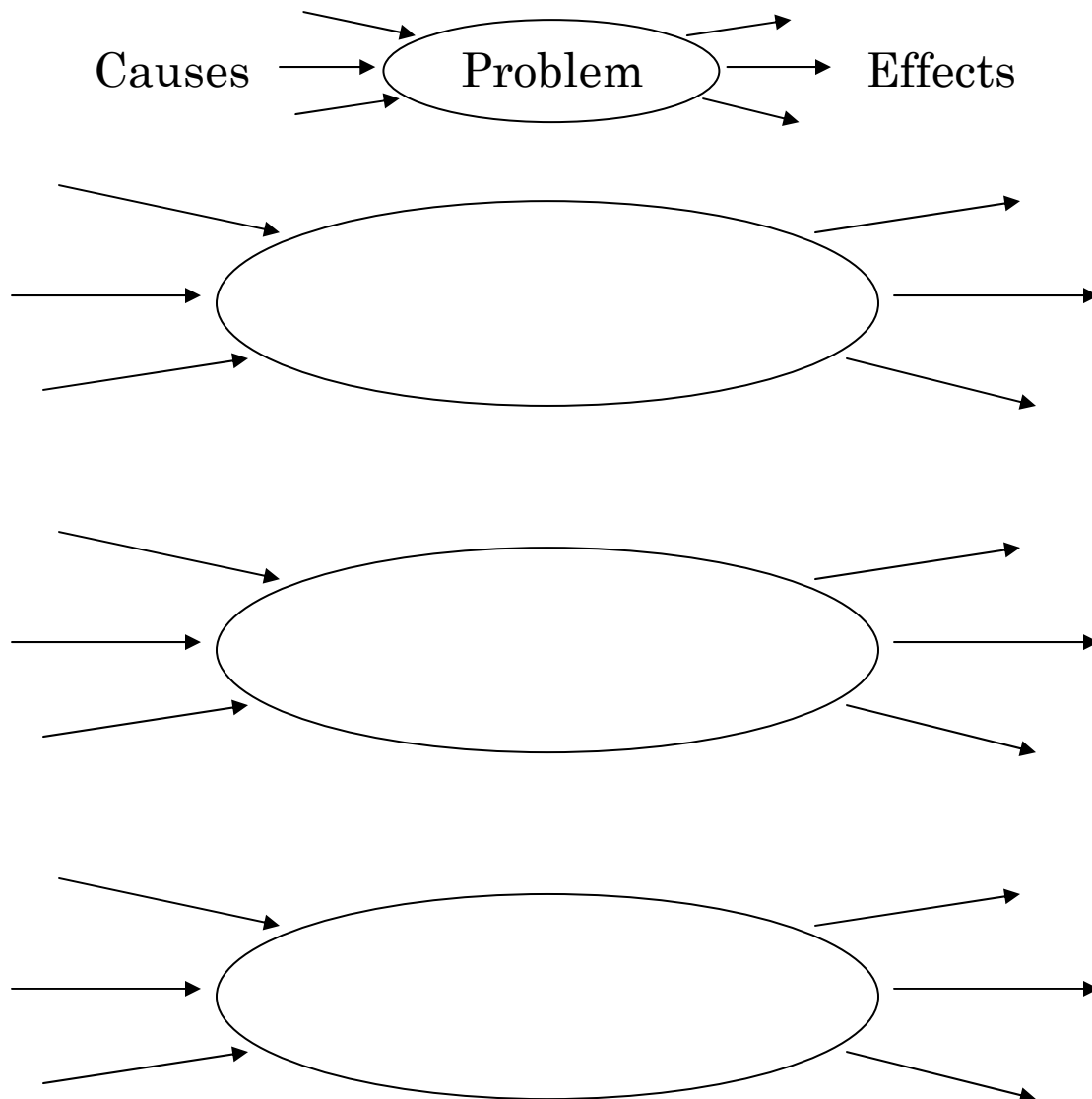
Your Name: \_\_\_\_\_

Name of image: \_\_\_\_\_

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

**CAUSE-EFFECT TEMPLATE**

**NOTE-TAKING TEMPLATE****Chapter Title:** \_\_\_\_\_**Big Idea:**

Using only 2 to 3 sentences, tell what the chapter/section is about.

**What I Learned (Details):**

- 
- 
- 
- 
- 
- 
- 
- 
-

**WHAT DOES IT MEAN TO SUMMARIZE?**

Name \_\_\_\_\_

Date \_\_\_\_\_

Text \_\_\_\_\_

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says “Words to Help Identify Main Idea.”
2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Words to help identify main idea:

Write the \$2.00 sentence here:

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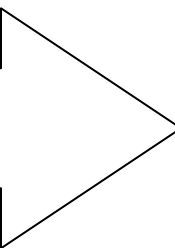
**WHAT'S THE POINT?**  
**LOOKING FOR THE MAIN IDEA**

Name \_\_\_\_\_

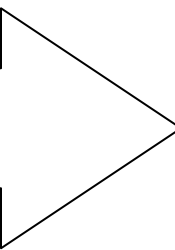
Text \_\_\_\_\_

As I read, I note the following:

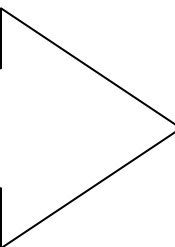
1) \_\_\_\_\_  
\_\_\_\_\_



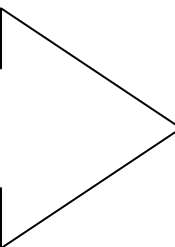
2) \_\_\_\_\_  
\_\_\_\_\_



3) \_\_\_\_\_  
\_\_\_\_\_



4) \_\_\_\_\_  
\_\_\_\_\_



To sum up points 1-4, I think that this text is mostly about...

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**PARAPHRASE ACTIVITY SHEET**

Name \_\_\_\_\_ Date \_\_\_\_\_

Text \_\_\_\_\_

The Actual Text Reads...	In My Own Words...



Name \_\_\_\_\_ Date \_\_\_\_\_

Text \_\_\_\_\_

What I think	Evidence
I think the author is stating that...	I know this because...

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